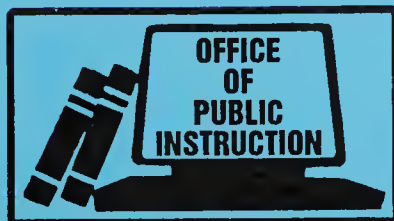


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~~1996~~ 1996

Title I Distinguished Educators



Nancy Keenan, Superintendent
PO Box 202501
Helena, MT 59620-2501

Montana State Library



3 0864 1006 9026 5

Purpose

The purpose of this directory is to assist Title I schools engaged in schoolwide planning or implementation or those identified for program improvement in selecting and scheduling a school support team. Section 1117 of the Title I statute states that a school support team shall work cooperatively with each school and make recommendations as the school develops its schoolwide plan or improvement plan, review each plan, and make recommendations to the district.

Section 1117 further states that during the operation of a schoolwide program or during school improvement activities a support team shall:

- a) periodically review the progress of the school in enabling children in the school to meet student performance standards,
- b) identify problems in the design and operation of the instructional program, and
- c) make recommendations for improvement to the school and the district.

Directions to Schools

Each school engaged in schoolwide planning or improvement planning (or the implementation of either) must select a school support team and arrange for assistance or demonstrate that such assistance has been obtained through other sources (i.e., private consultants, regional educational laboratories, comprehensive technical assistance centers, etc.).

In order to select a support team, use this directory to identify individuals that possess the knowledge and expertise most suited to your school. Persons listed as facilitators have attended a two-day training in the schoolwide planning/program improvement process. Those listed as consultants have particular subject area or other expertise but have not participated in the two-day training. If a person is listed as both facilitator or consultant, he/she may fulfill either role on a team.

A support team should consist of one qualified facilitator (who may also be able to provide expertise as a consultant as well) and two to three consultants. Schools are free to select whoever they would like from persons listed in this directory for their support team.

Procedures

1. Select a list of persons desired for the support team and an equal number of alternative choices in case of conflicts.
2. Select three preferred dates for on-site assistance and three alternative dates that would work for school staff.
3. Submit the above on the form provided on the next page to the OPI Title I specialist assigned to your project. (List of project assignments appears on page after the form.)
4. Your OPI Title I specialist will contact the person designated on the form as your school-level team leader as OPI specialist works to assemble the support team and set up visits. The person on the support team designated as facilitator will be in contact with the school and other support team members once initial arrangements are finalized.

TITLE I SUPPORT TEAM REQUEST FORM

Name of Requesting School _____

Name of District _____

Name of School-Level Team Leader _____

Position: _____

Phone: _____

Fax: _____

Address: _____

PREFERRED SUPPORT TEAM MEMBERS:

Facilitator _____

Consultants _____

Alternates _____

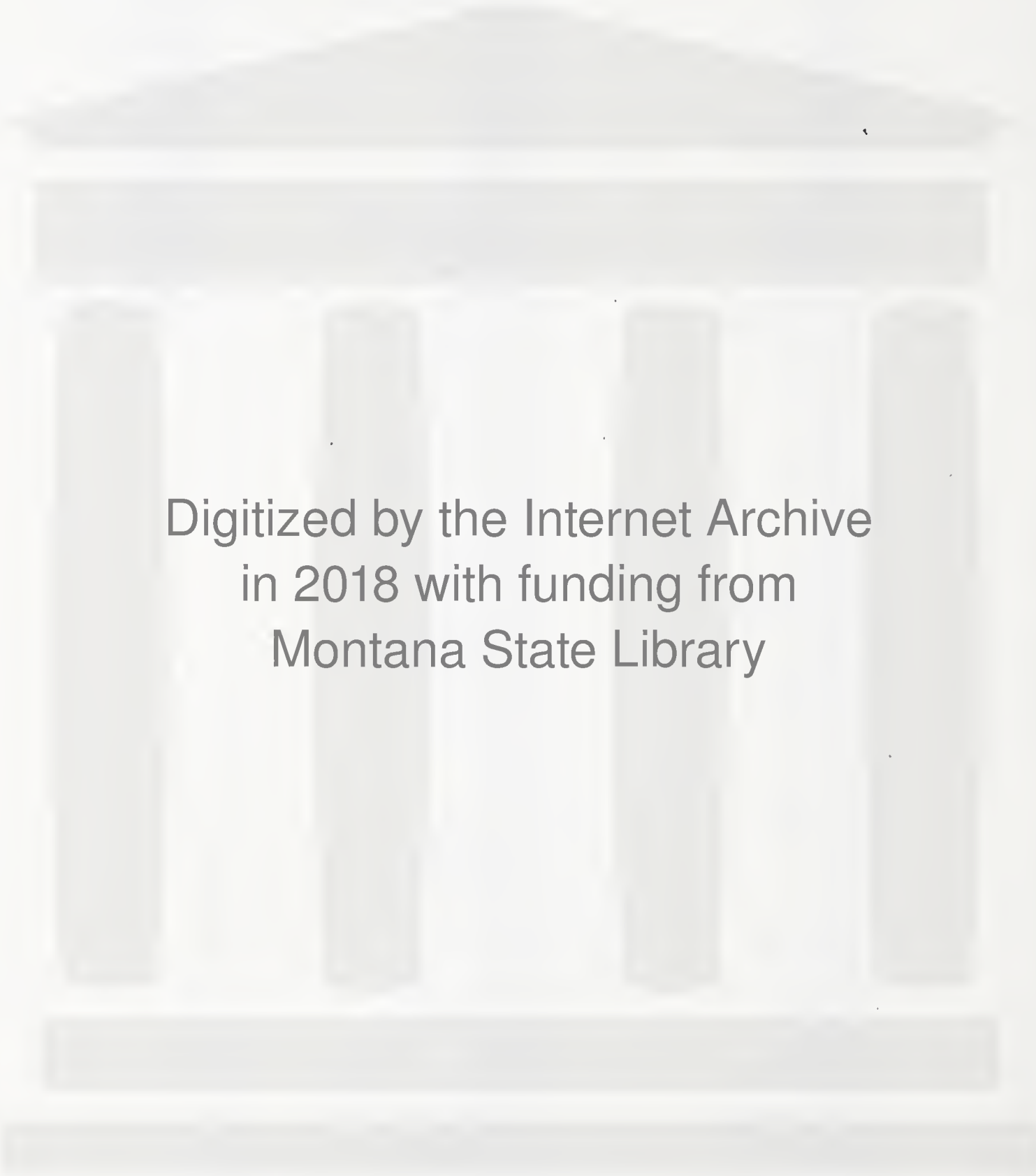
Mail or fax to your OPI Title I Specialist (see list on next page).

Mail to: Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
Fax: 406-444-3924

Nancy Keenan, Superintendent
Office of Public Instruction
State Capitol
P.O. Box 202501
Helena, MT 59620-2501

1995-96 TITLE I PROJECT ASSIGNMENTS

JOAN MORRIS (444-3083)	JOHN ERICKSEN (444-5443)	RON LUKENBILL (444-2080)	BJ GRANBERY (444-4420)
Arrowhead Ashland Bainville Bigfork Big Sandy Big Timber Box Elder Broadus Brockton Cayuse Prairie Chester Chinook Colstrip Columbia Falls Conrad Creston Culbertson Deer Park Denton Dodson Dutton Ennis Eureka Forsyth Fortune Froid Geyser Glendive Great Falls Harlem Harlowton Harrison Havre Helena Flats Hobson J-1 Judith Gap K-G Kila Lincoln Co. H.S. Livingston Marion Medicine Lake Melstone Moore Musselshell Opheim Outlook Peerless Plentywood Polson Rocky Boy Roundup Seobey Shelby Sheridan Shields Valley Smith Valley Stanford St. Ignatius Sunburst Trego Turner Twin Bridges West Glacier White Sulphur Springs <hr/> Billings Even Start Browning Even Start Hardin Even Start	Alberton Arlee Basin Belfry Bonner Boyd Bridger Butte Cardwell Circle Clinton Custer Co. H.S. DeSmet Dixon Fairview Fort Benton Frenchtown Fromberg Geraldine Grass Range Hays-Lodge Pole Hellgate Helmville Jackson Johet Jordan Lambert Lewistown Libby Lolo Loma Malta Miles City Missoula Elem. Missoula Co. H.S. Noxon Ovando Paradise Philipsburg Plains Potomac Ramsay Rau Red Lodge Reed Point Riehey Ronan Roy Savage Seeley Lake Sidney Somers St. Regis Swan Valley Superior Sylvanite Target Range Terry Thompson Falls Trout Creek Troy Upper West Shore Valley View Van Norman West Yellowstone Winifred Winnett Whitewater Woodman <hr/> Pine Hills Prison	Absarokee Anaconda Augusta Baker Beaverhead Co. H.S. Belgrade Belt Bozeman Brady Browning Bynum Cascade Centerville Charlo Choteau Coat Creek/Plainview Columbus Cottonwood Cut Bank Deer Lodge Dillon East Glacier East Helena Ekalaka Elysian Evergreen Fairfield Florence-Carlton Frazer Frontier Glasgow Golden Ridge Greenfield Hardin Heart Butte Highwood Hot Springs Kalispell Kessler Lame Deer LaMotte Lavina Lima Lincoln Lodge Grass Lone Rock Manhattan Monforton Morin Nashua Park City Pioneer Poplar Powell Co. H.S. Power Pryor Rapelje Ryegate Simms H.S. Sun River Valley Three Forks Valier Vaughn Victor West Valley Whitefish Wibaux Willow Creek Wolf Point Wyola	Billings Boulder Clancy Corvallis Custer Darby Drummond Elder Grove Hamilton Helena Huntley Project Hysham Laurel Lockwood Shepherd Stevensville Townsend Trinity Whitehall Yellowstone Ed Center



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Terry Baldus

X Facilitator

X Consultant

Terry Baldus
Central Office
Bozeman School District
PO Box 520
Bozeman, MT 59715

Home
6931 South 19th
Bozeman, MT 59715

In Her Own Words

I am committed to the education of our children and to improving the educational opportunities of the at-risk student and all students in order to meet higher standards of achievement.

Throughout my 10-year career in the education field, I have repeatedly demonstrated this commitment as a regular education teacher at the K-8 level and in my present position as the Curriculum Coordinator and Title I Coordinator for Bozeman Public Schools. Over the past few years we have successfully completed five curriculum adoptions and established an award-winning Title I program. My belief that all children can meet higher standards has been strengthened by my teaching and through the standards set for the Title I program.

I feel that recognition from my peers has been repeatedly displayed through our daily lives. I have had an opportunity to work with all the teachers in our school district through the development and implementation of the curriculum, the responsibility of all components of the Title I program, and the organization and participation of numerous inservices to increase staff development, in both regular education and our Title I program. I also spoke at the NCTE Conference and was nominated for Montana Teacher of the Year.

In addition to my current position with the Bozeman Public Schools, I teach at Montana State University, teaching method courses in the Education Department, and have done consulting in California, Montana and Idaho.

My philosophy on parent and community involvement is that they are truly a large part of our educational society.

I am honored to be a part of this support system to give our students more educational opportunities to help them to succeed in our society.

Delivery

- Phone: 585-1500 ext 1598
- FAX: 585-1504
- E-Mail: asbald@hawks.bps.montana.edu
- MetNet: Terry Baldus

Key Features

- Management and Organizational Structure
- Planning and Design
- Cultural Inclusiveness
- Academic Focus
- Evidence of School and Student Progress
- Parent and Community Involvement
- Professional Development
- Shared Vision

Consultation

- Presentation
- Large group presentation
- School visitation
- Visit on site
- Host visit site

Philosophy/Approaches

- Adjustment of Curriculum
- Modification of Materials
- Alternative Grading (assessment)

Programs

- Continuum of service
- Service delivery in classroom
- HOTS

Gaylen Black

X Facilitator

X Consultant

Gaylen Black
Chief Joseph Middle School
308 North 11th
Bozeman, MT 59715

Home
418 Cutting
Bozeman, MT 59715

In His Own Words

I began the inclusion process while teaching at Washington Middle School in Miles City (1984). I team taught one class of social studies which included five resource students who had been in a pull-out program.

Full-time resource teacher for grades 5 through 9 in the Miles City School District for 12 years (1975-87).

Chapter/Title/Resource teacher in the Bozeman Public School System for nine years.

Began the inclusion delivery system at Chief Joseph Middle School in the 1988 school year.

Taught two summers of remedial math at Bozeman Junior High, grades 7 and 8.

Member of the Bozeman District Inclusion Committee, 1993 to present.

Member of the Chief Joseph Middle School Inclusion Committee (currently).

Attended the Eleventh Annual Learning Disabilities Conference on November 10-11, 1995, sponsored by the Harvard Graduate School of Education and the Research Institute for Learning and Development. The title of the conference was "Making Diverse Classrooms Work: The Challenges of Inclusion."

Currently working with a 7th-grade team of teachers and students—approximately 130 total students, with ten identified L.D. students and 20 identified Title I students.

Scheduled to complete master's degree in Curriculum and Instruction at Montana State University, Summer 1996.

<div>Delivery</div> <div><ul style="list-style-type: none">• Phone: 587-1888 (home)• Voice Mail: 585-1630 (Chief Joseph Middle School)</div>	<div>Key Features</div> <div><ul style="list-style-type: none">• Agreed upon Vision• Academic Focus• Planning and Design• Management and Organizational Structure</div>
<div>Philosophy/Approaches</div> <div><ul style="list-style-type: none">• Adjustment of Curriculum• Modification of Materials• Alternative Grading (assessment)</div>	<div>Programs</div> <div><ul style="list-style-type: none">• Full continuum of services–collaboration• In-classroom service delivery• Team teaching• Learning Lab format</div>

Pamela R. Bredberg

X

Facilitator

X Consultant

Pamela R. Bredberg
Irving Elementary
611 South 8th
Bozeman, MT 59715

Home
108 Virginia Drive
Bozeman, MT 59715

In Her Own Words

My teaching placements have been as varied in curriculum as they have been in geography. I began my teaching career on the island of Guam, where I worked for the Government of Guam as a second grade teacher for two years and a speech therapist for two years. My next assignment took me to Great Falls, Montana, working as a speech therapist for the Easter Seal Society. I serviced three elementary schools, a high school and a nursing home. Upon leaving Great Falls, I moved to Bozeman. There I was hired by the Bozeman Public Schools. Once again, I worked as a speech therapist. When that position was cut, due to government cut-backs in special education, I became a Title I teacher for the district. I have been in that position for 17 years. My work in Title I has been a combination of pull-out and inclusion throughout the years. I have also taught a reading course at Montana State University to junior and senior education majors.

In addition to teaching in school systems, I have taught second, seventh, eighth and tenth graders at my church in the Sunday School program during the last 18 years. My husband and I have been youth group directors as well.

Over the years, I have had the fun and excitement of developing and/or implementing new programs:

- The school psychologist and I developed the curriculum for the Care Groups in the Bozeman School District in 1987.
- I have developed and run a before-school story hour, which was open to all children at Irving School. This story hour took place three mornings a week. It was a great way to introduce children to new literature and help them begin their day in a calm manner.
- I have also initiated after-school tutoring sessions. These sessions were especially helpful to those children whose daytime schedules prevented them from receiving needed help.
- My building special education teacher and I developed a kit for teachers to refer to when looking for reading and behavioral management strategies.
- I have developed home reading/math projects. These projects contained incentives for recreational reading and math practice. This was one of my more successful programs, as it involved parents, older brothers and sisters and babysitters as well as the Title I child.

Family Fun Nights were begun three years ago at Irving. I picked up the idea at one of the state Title I conferences. This has proven to be very successful having a turn out of 200 or more for a single evening.

I taught MegaSkills with the school social worker. This program was very well received by the adults who attended.

For the past two years, the Irving School Title I program has provided a Title I summer school. My colleagues and I developed the program to be run the last four weeks of summer. The emphasis of the summer school was to review the previous grade's concepts and pre-teach concepts that the child would be learning in the coming year. As well as math and reading instruction, a student MegaSkills course was taught. This summer school has been so successful that last year it was the only summer school offered in Bozeman to elementary-aged students.

This year our Title I staff have initiated a combination pull-out/inclusion Title I program at Irving. We look carefully at each Title I child, determine the needs for that child and then with the teacher and parent develop a method of delivery. "What's best for the child?" is the pivot point upon which all program decisions are made. Twice a month planning sessions are scheduled with classroom teachers. Quick homework ideas and activities and regular progress reports are sent home to parents.

It has always been my belief that not only can all children learn, but they can all learn to read. We cannot afford to give up on children. We may have to try unorthodox methods, but we may NOT give up on them. In the 25 years I've been teaching, I've never had a child who didn't learn to read. It has also been my experience that children will meet whatever standards we as teachers set for them. If we don't expect children to do well, they won't! However, if we set high standards for them, children will strive to meet them.

Perhaps this philosophy of mine has been the reason that over the years many classroom teachers, Title I teachers and parents have sought my advice on ways to help their children in the classroom and at home. I have been asked to present district workshops and inservices as well as present at the state and national levels.

Recognizing early on that the role of an itinerant teacher is synonymous with flexibility and quiet yet firm support, I feel I have the skills and knowledge to adapt to many situations. Even within one building, there are as many personalities to adapt to as there are staff members. One must be aware of the building atmosphere, staff personalities, teaching styles and methods just as much as the differing needs and learning styles of children. Without this understanding and flexibility the Title I program will falter.

Even though my experience working with and training adults is not as extensive as that with children, I feel comfortable in that role. I have trained teachers in my district on teaching/learning strategies. I have co-run MegaSkills classes. I have trained Sunday School teachers in higher order thinking methods and listening skills. I have given many talks to adult groups. I have trained college-aged adults in reading methods. My presentation at IRA in New Orleans was on my Title I program's success and successful techniques used.

<h2 style="text-align: center;">Delivery</h2> <ul style="list-style-type: none"> • FAX: will be getting one • MetNet 	<h2 style="text-align: center;">Key Features</h2> <ul style="list-style-type: none"> • Parent-Community • Academic Focus • Professional Development <h2 style="text-align: center;">Consultation</h2> <ul style="list-style-type: none"> • Presentation • Resource Gathering
<h2 style="text-align: center;">Philosophy/Approaches</h2> <ul style="list-style-type: none"> • Multiple Intell • Integrated Curriculum 	<h2 style="text-align: center;">Programs</h2> <ul style="list-style-type: none"> • HOTS • DPA (Diagnostic Prescriptive Arithmetic-NDN) • MegaSkills

Chris Brewer

X Consultant

Chris Brewer
LifeSounds
PO Box 227
Kalispell, MT 59903

In Her Own Words

I have been teaching for 20 years and have demonstrated successful experiences in a variety of teaching environments. This includes being a teacher in public and private schools (K-8) and working as a substitute teacher for all age levels. I have been a community college instructor for seven years and have instructed adults in Elderhostel, Community Education and higher education programs including graduate degree programs. I have taught all age levels in community arts programs through the Creativity Center and science programs to children through the Glacier Institute. As I hold degrees in both the arts and sciences, I have broad-based experience in these content areas which has provided me with unique insight into school curriculum. These varied experiences also meet the criteria for demonstrating flexibility and adaptability to multiple situations.

I have been recognized for program development and achievement in my selection as an Advisory Committee member and Ambassador for the Frameworks for Aesthetic Literacy program. In addition, I have also developed new, successful courses at Flathead Valley Community College, with the University of Montana and for Antioch University. These programs demonstrate success in collaborative program development.

Throughout my work, I constantly strive to promote my belief in the abilities of all children to be successful and meet high standards. This concept is incorporated within the mission statement of the Creativity Center, of which I am president. I also teach this concept to teachers in my teacher training programs for the multiple intelligences model and this philosophy is evident in the six education books I have written/edited for Zephyr Press.

I have been training adults for 15 years and have demonstrated experience in training adults. My focus has been to teach brain-compatible, creative teaching methods such as the multiple intelligence model. I have taught for numerous universities and I am an inservice provider both in the United States and in Australia. I also work directly with schools to assist them in developing and meeting their educational goals. For example, I am currently working with Arlee Elementary to provide 45 hours of directed training in the multiple intelligences and I am working with the northwest region of Head Start to instruct their staff in using this model at the preschool level.

As a Frameworks Ambassador, I have facilitated adults in the process for developing educational programs. Additionally, I have experience as a coordinator through my presidency with the Creativity Center and I am currently a consultant with the Mid-Atlantic Institute of Music Therapy to facilitate their growth and development. I teach Steven Covey's Seven Habits for Highly Effective People to businesses and other groups, instructing them in principles of personal and group management.

I would enjoy working within your program to assist Montana schools in their needs and I feel I can bring expertise and creativity to your program.

<div><h3>Delivery</h3><ul style="list-style-type: none">• Phone: 755-4875• FAX: 755-4875</div>	<div><h3>Key Features</h3><ul style="list-style-type: none">• Academic Focus• Professional Development<h3>Consultation</h3><ul style="list-style-type: none">• Large or small group demonstration and modeling• Working with teams• One-on-one conferencing</div>
<div><h3>Philosophy/Approaches</h3><ul style="list-style-type: none">• Developmentally Appropriate Practices• Multiple Intelligences• Progressive Assessment Practices• Cooperative Learning• Integrate Curriculum</div>	<div><h3>Programs</h3><ul style="list-style-type: none">• Accelerated Learning• Music and Learning• Aesthetic Literacy</div>

Sherrill Dolezilek

X Facilitator

X Consultant

Sherrill Dolezilek
Townsend Elementary
PO Box N
Townsend, MT 59644

Home
8722 Highway 287
Townsend, MT 59644

In Her Own Words

I have enjoyed taking part in the Aesthetic Framework development and working as an ambassador for the past three years. I am convinced that the education of our children depends on our ability to grow, change and develop strategies that suit the technology, culture and environment in which our children live. Working with the other curriculum team members was stimulating, enriching and enjoyable.

The integration of the arts with all content areas, and especially the language arts, has been proven by empirical research to be very effective in enriching learning for all types of children. Giving workshops for teachers using the Aesthetic Framework cycles has been rewarding for me as well as the participants. I have presented these for Title I teachers, public and private school staff, parents, administrators and specialists.

The opportunity to attend Bruce Campbell's Conference on the Multiple Intelligences presented me with many more ideas and a better understanding of the students with whom I work. Since I am a Title I teacher, I see the disadvantage of only regarding students as people who read, write and do math—usually not that well. It was exciting to take part in activities which could be used to develop the other talents and abilities of children, not instead of those necessary processes, but in addition to them.

I recently gave an inservice program for Bryant School based on the Aesthetic Framework and Gardner's Multiple Intelligences theory. The staff participated in centers based on the seven intelligences and completed one of the Aesthetic Cycles during the afternoon. It is a pleasure to see how open good teachers are to new ideas and concepts, and how much they already do that is innovative, but for which they need support from research, critical practice and administration.

We have developed in our own school a fine Title I program. Our teachers are all reading specialists and we have many innovative projects: an hour Language Kindergarten for Title I, Classroom Inclusion in first and second, Process Writing Inclusion for fourth, Content Area Reading for fifth, and Extended Language Arts block with inclusion for eighth. Because I am also the Gifted Coordinator for one hour each day, these inclusion activities are very useful for me to reach students at both ends of the academic spectrum.

Delivery

- Phone: 266-3942
- FAX: 266-3448

Key Features

- Academic Focus
- Professional Development
- Shared Vision

Consultation

- Small or large groups

Philosophy/Approaches

- Multiple Intelligences
- Thematic Units
- Arts Education - music, puppetry
- Process Writing
- Learning Styles
- Whole Language

Programs

- Aesthetic Literacy
- Multiple Intelligences Workshops
- Montana Writing Project Facilitator
- Gifted Education

Tammy Elser

X Facilitator

X Consultant

Tammy Elser
Arlee Schools
PO Box 37
Arlee, MT 59821

Home
1701 Missoula Avenue
Missoula, MT 59801

In Her Own Words

I am particularly interested in the development of programs that provide high-quality service to students across all ability ranges—from those considered to be gifted to those labeled as learning disabled.

My ultimate goal is the creation of schools without labels where areas of giftedness and areas of weakness are identified in all students allowing them to flow in and out of various enhancement programs quickly and without stigma. I have called this a seamless web of services in my school and am interested in how this concept would work in other schools.

Areas in which I have particular expertise include bilingual and multicultural education, literacy development programs and alternative assessment models. I am particularly interested in the use of the writing process and development of writing skills in students of all ages.

Delivery

- Phone: 726-3066 (school)
543-4602 (home)
- FAX: 726-3940
- E-Mail: telser@selway.umt.edu

Key Features

- Vision
- Planning and Design
- Cultural Inclusiveness
- Professional Development

Consultation

- Enjoy working face-to-face with groups large and small. Seek to motivate and inspire. Personal connections are important to me and I think are very important for producing permanent change in any system.

Philosophy/Approaches

- I prefer a constructivist approach where the goal is for students to construct meaning from their learning. Developmentally appropriate practices and assessment are particularly important to me. I am interested in cognitive approaches like Howard Gardner's multiple intelligences model and have recently been studying brain-based learning theories.

Programs

- Programs I have expertise in include: bilingual education, Reading Recovery, Computer-Assisted Literacy Development, Writing Process, Whole Language Methodologies, Aesthetic Literacy and Portfolio, and other Authentic Assessment Processes.

Patrick Feeley

X Facilitator

X Consultant

Patrick Feeley
Retired Educator
106 Garland
Kalispell, MT 59901

In His Own Words

The new statewide school support system for Title I appears to be a positive and proactive strategy for supporting local improvement. That role of facilitator fits well with my prior experience as a building principal and the time requirements are realistic given my retirement last June from Kalispell Junior High School. The team orientation, which is a central feature of this program, is an attractive component; collaborative planning and decision making have been featured elements of style throughout my career. I anticipate that local Title I staff members will benefit not only from the expertise of a team, but from the opportunity for professional growth which access to individual team members can provide. Title I teachers are often neither fish nor fowl, not considered in some settings equal partners with fellow teachers while in other locales not fitting exclusively into a supportive role. So philosophically and personally, I am attracted to this new initiative and would enjoy the challenge of participation.

Delivery

- Phone: 752-6552
- E-Mail: PatF@cyberport.net
- MetNet: Pat Feeley

Key Features

- Parent and Community Involvement
- Cultural Inclusiveness
- Professional Development
- Organizational/Management Structures

Philosophy/Approaches

- Effective Use of Technology
- Collaborative Planning

Programs

- Counseling
- Drug/Alcohol Programs
- Discipline

Jackie Ferguson

X Facilitator

X Consultant

Jackie Ferguson
Pablo Elementary
Drawer R
Ronan, MT 59864

Home
2007 Woodbine Way
Polson, MT 59860

In Her Own Words

As Title I coordinator for Ronan/Pablo School District #30 and principal of Pablo Elementary School, I have had nearly three years of successful experience in school administration. I am currently involved in leading District #30 in the planning of Title I schoolwide projects for both elementary buildings and our middle school. In the course of this work, I have had the opportunity to facilitate meetings for the purpose of educating parents, school board members, fellow administrators and school faculty members in Title I schoolwide projects, planning, and future implementation methods.

Previous to becoming a school administrator, I was fortunate to have the opportunity to spend five years in education working with students ranging from the severely disabled to the academically gifted. I taught the third and fourth grades in Columbia Falls during my first four years in education, and taught gifted and talented education, grades three through eight, in Bozeman.

Working on my master's degree provided me with additional experience which included research and deliverance of teacher inservice regarding alternative assessment, focusing specifically on portfolio documentation for the Arts in Education program at Hawthorne Elementary School in Bozeman, Montana.

Delivery

- Phone: 675-2831
- FAX: 676-3392
- E-Mail: pabelem@ronan.net

Key Features

- Planning and Design
- Evidence of School and Student Progress
- Management/Organizational Structure

Consultation

- Group Facilitation
- Presentation
- Resource Gathering
- Phone Assistance
- Visitation of my site area

Philosophy/Approaches

- Developmentally Appropriate Practices
- Multiple Intelligences
- Early Intervention
- Progressive Assessment
- Program Implementation

Programs

- Concerns based adoption model for innovation implementation

Rolene Fischer

X Consultant

Rolene Fischer
Dodson School
PO Box 278
Dodson, MT 59524

Home
PO Box 102
Dodson, MT 59524

In Her Own Words

I graduated from Western Montana College in 1991 and began my teaching career in Naples, Idaho, teaching 4th grade.

In 1992, I was appointed to serve on the social studies committee. I wrote the objectives for the 4th grade social studies program and also suggested materials for implementing the objectives. Also in 1992, I was able to attend a week-long workshop using AIMS activities in the classroom.

In 1993, I served on the Naples Site-Based Council. This council was comprised of community members, teachers and administrators. The committee's purpose was to make suggestions to the school board concerning budgets, hiring, student handbook, etc.

During this time, the Naples teachers worked on and received a grant for \$360,000. With the money that we received we bought 46 computers, trained the teachers on the running of the computers and attended a Quality Schools workshop.

In the spring of 1993, I taught WordPerfect to the adults in the community.

In my classes, I have used portfolios, thematic units, Quality School discipline, computers and I have written my own discipline policy that was later adapted as a schoolwide policy.

In 1995, I returned to Montana to substitute teach in the Butte school district. In the summer of 1995, I was selected to become the Title I coordinator and teacher for the Dodson school district. Since that time, I have been on two interviewing panels, coordinated the Title I program, and have served on the TIE team.

I feel that I have had many wonderful opportunities in my short career and I would like to add being a consultant for the Distinguished Educator/Title I program to my list.

Delivery

- Phone: 383-4362 or 383-4361 (school)
383-4492 (home)
- FAX: 383-4489

Key Features

- Parent and Community Involvement
- Management and Organizational Structure

Consultation

- One-to-one conferencing
- Working with teams
- Small group

Philosophy/Approaches

- Cooperative Learning
- Portfolio Evaluation
- Quality Schools

Programs

- Computer-Assisted Instruction
- Quality Schools

Ed Harris

X Consultant

Ed Harris
Private Consultant
3833 Audubon Way
Billings, MT 59102

In His Own Words

In my work with the public schools, I have experience at high school, junior high and elementary levels. In 1985, I was named "Teacher of the Year" by the Billings Education Association. I served four years on the National Editorial Board of the Music Educators Journal. I was one of the first Montana music teachers to become professionally certified and registered by the MENC (Music Educators National Conference). Even though I retired from full-time teaching in 1992 (after 26 years with the Billings school system), I continued to serve as Elementary General Music Liaison, orienting new music teachers and providing a variety of organizational services. Upon retirement, I received a Lifetime Achievement Award from the Montana Choral Directors Association. I currently direct the choir at the Lutheran Church of the Good Shepherd and with my wife, Sharon, play in a local handbell choir. I was recently appointed to the editorial board of Teaching Music, a new MENC publication.

While teaching, I began writing choral compositions to meet the needs of the developing school choirs and the small church choir. These proved to be extremely helpful materials for other directors as well. To date, over 100 of my compositions have been published by several different companies. My work includes three elementary school musicals, dozens of choir anthems, original secular works, and several adaptations of classical pieces that have become commonly used in festivals and contests throughout the country. In addition, I have been commissioned for two-piano works and for handbell choir music. For the last five years, I have received a Special Award from ASCAP (American Society of Composers, Artists and Publishers) in recognition of the scope of my work.

At the present time, I am heavily involved with music and computers, using a Macintosh computer with Finale software and a synthesizer to assist with my musical composing and arranging. I work as a consultant with arts agencies and cultural organizations and am the director of Contemporary Worship at the Lutheran Church of the Good Shepherd, leading a musical ensemble called the Expressions. I am also interested in advertising and desktop publishing and currently edit Cadenza, the journal of the Montana Music Educators Association. In addition to music, I enjoy books, philately and gourmet cooking. I have recently been active on the Framework for Aesthetic Literacy Team. I also have served on several committees for the Montana Arts Council. As a performer/director, I can be seen directing musical productions for community theater (Mame, Nunsense) or singing a lead role.

Delivery

- Phone: 652-1419
- FAX: 652-3871
- E-Mail: EHarris440@aol

Key Features

- Academic Focus
- Professional Development
- Cultural Inclusiveness

Consultation

- Large or small group presentation
- Hands-on workshops
- Teacher modeling
- Curriculum design
- Lesson planning

Philosophy/Approaches

- Aesthetic Development
- Teacher Mentoring
- Cultivation of Creativity
- Collaborative Teaching
- A "Cultural Brainstormer"

Programs

- Mentoring first-year teachers
- Aesthetic curriculum construction
- C.A.I. music composition
- Fine arts day for youth (cultural enrichment of children)

Ellen Holton

X Facilitator

X Consultant

Ellen Holton
Daly Elementary
PO Box 980
Hamilton, MT 59840-0980

Home
1120 Skalkaho Highway
Hamilton, MT 59840

In Her Own Words

Teaching has been an integral part of my life all of my professional career. My teaching began in the rural school of Lima, Montana where I taught third grade. After a brief period of two years, I resigned to raise my own three children. When my youngest child entered first grade, I then went back to full-time teaching. I held various positions while in Lima: K-8 music teacher, resource room aide and half-time kindergarten and half-time Chapter 1 teacher. I always wanted my students to reach their highest potential and be successful.

After leaving Lima and moving to Hamilton, I became the second through sixth grade Chapter 1 math teacher in Daly Elementary. The program was new to the school and I realized I had much to learn to make the program successful. It became apparent to me that the teaching of math was changing in our country. NCTM standards were being recognized, the valuable use of manipulatives was being encouraged and I knew I was on the ground floor of this exciting endeavor. I attended many workshops: Math Their Way, Math Their Way of Thinking, Aims, Marilyn Burns, any and all presentations I could find to help me advance my knowledge and skills. Conventions where trained facilitators taught why and how to present strong math lessons and higher order thinking skills became important for me to attend. I loved the learning and realized I had never known the whys! I knew then that I wanted more for my students than I had had. I wanted them to reach the level of understanding, not merely memorization. My quest was begun! I began looking toward the future progress of my school in the area of math. I visualized all students using manipulatives and grasping the larger meaning of mathematics!

My program, at that time, was strictly a pull-out program. How exciting it was for me as I watched my students "see" math through the use of cuisinaire rods, place-value blocks, hands-on activities that brought insight to them as they had to me. I grew more and more vocal about the level of comprehension the students were achieving. Then, my program began to change as I began to realize my Chapter 1 students were no different than any of the other students. They were simply underdeveloped in math skills and were now achieving far and beyond the expectations of their classroom teachers! Soon, classroom teachers were asking, "What is going on in your room? Do you realize how much better your students are doing in their regular math class?" I could hardly control my excitement as teachers began to ask if I would help them to begin using some manipulatives, too! I could see my dream taking shape!

Since that time, the now Title I program has changed dramatically in Daly Elementary. I am involved with much inclusion and am team teaching with as many teachers as my schedule will allow. Each year I see more and more manipulatives being used throughout the school, while problem solving has become a central focus! It has become even more apparent to me, and the fine staff I work with, that all students can and must be allowed to reach their highest potential. There is no such thing as a poor student.

The experiences of working closely with many teachers has taught me the value of being flexible in all circumstances. Not all teachers teach the same, just as not all students learn the same. I have learned many fine teaching skills from my peers which I have tried to incorporate into my own teaching styles. It is true that two (or more) heads are better than one!

Because of my interest in team teaching and wanting all students to be active participants in their education, I was fortunate enough to be selected to attend the workshops of Spencer Kagan, the founder of structured cooperative learning. These week-long workshops which were held in New Port Beach, California, have been instrumental in helping me to attain the teaching level I am now at. I participated in four levels of the training, including the facilitator level. I then put my knowledge and skills to work by inservicing the K-8 teachers in our school district in cooperative learning. For both the 1993-94 and the 1994-95 school terms I was responsible for an inservice each month. It is with feelings of achievement that I have watched the teachers implementing many of the structures into their own teaching techniques. I developed a staff peer coaching program which allowed the teachers valuable practice time to better their cooperative learning techniques. In addition, I have presented at two Title I fall conferences, as well as conducting "early bird" sessions on Friday mornings for teachers interested in learning more about when and how to use math manipulatives in the classroom. I feel that in improving my own skills it has resulted in an improvement in instructional practices throughout the district. In an attempt to educate the parents and community members to the importance of both cooperative learning and math manipulatives, I have twice been the speaker on the radio spotlight on our local radio station, Teachers Speak.

The year 1995 will long be remembered by me because I received nominations and awards from the people I work closely with. In January, I was nominated by my principal and three of my teaching peers for the Walt Disney Teacher of the Year Award. Although I was not nationally selected for this prestigious award, my achievement was in knowing that my principal and my fellow teachers felt I was doing a valuable service. In February, the director of the Title I program in Hamilton nominated me for MASCD's Educator of the Year Award. It was such an honor to be recognized by my director! The beginning of the present school year again brought me recognition. I was chosen by our administration staff as the Teacher of the Week for Ravalli County. I am thankful and proud of the awards bestowed upon me and am trying hard to teach to their standards!

It is a privilege for me to participate in the Title I Distinguished Educator program as a facilitator. Because of my past experiences, I feel I am capable of passing on the knowledge I have acquired. It would also provide me with an opportunity to further my own learning and professional skills.

<p style="text-align: center;">Delivery</p> <ul style="list-style-type: none"> • Working/learning how to get on MetNet 	<p style="text-align: center;">Key Features</p> <ul style="list-style-type: none"> • Management and Organizational Structure • Professional Development • Academic Focus <p style="text-align: center;">Consulting Style</p> <ul style="list-style-type: none"> • Presentations to large groups • Modeling use of manipulatives • Demonstration site – others to my school • Phone visitations
<p style="text-align: center;">Philosophy/Approaches</p> <ul style="list-style-type: none"> • Cooperative Learning • Use of Math Manipulatives 	<p style="text-align: center;">Programs</p> <ul style="list-style-type: none"> • Math Their Way • Math Their Way of Thinking • Aims • Marilyn Burns

Barbara Holzman

X Facilitator

X Consultant

Barbara Holzman
Cherry Valley Elementary
111 4th Avenue East
Polson, MT 59860

Home
307 19th Avenue West
Polson, MT 59860

In Her Own Words

During the past seven years, I have had a variety of successful teaching experiences, including student teaching in a one-room school in rural Montana and one year of experience teaching grades 2 through 5 on a floating logging camp in the Alaska bush. My most recent teaching experience has ranged from 1st grade teacher, Chapter 1 and extended-day kindergarten, to Reading Recovery teacher and 7th grade social studies and language arts. I have also taught in the Chapter 1 Summer Migrant program.

Three years ago, I trained as a Reading Recovery teacher to work individually with low-achieving 1st grade students. Now in its third year of implementation, Reading Recovery has been a successful early intervention program within our district. Reading Recovery is an accelerative, not remedial, program. It is based on the premise that all children can meet high standards if the teacher is a careful observer of student behaviors and works from the child's strengths. I believe educators need to hold themselves to high standards as well.

I have been an active member of the Cherry Valley Literacy Leadership Team for the past three years. Our collaborative efforts have included development of a schoolwide early literacy philosophy and guidelines, Chapter 1 Family Fun Nights in collaboration with the Polson Partnership Project, and literacy week activities, including a Literacy Fair for parents and the community. The Literacy Leadership Team was instrumental in bringing the Richard C. Owen Literacy Learning in the Classroom Institute to Montana last summer. As a member of the Board of Trustees for the Polson City Library, I have helped to coordinate several activities between the schools and the public library.

During my teaching career, I have presented a number of professional development inservice classes to colleagues. I am a graduate of the Montana Writing Project and am trained to present writing workshops to teachers. I have also spoken to our local PTSA about writing with children. Most recently I was a presenter, along with two colleagues, of a sectional on Early Literacy Strategies at the Title I conference in Big Sky. I am a trained Great Books leader in the shared inquiry discussion process.

Delivery

- Phone: 883-6329 (school)
883-5566 (home)
- FAX: 883-6345
- E-Mail: cherry@nextri.net (school)
2bara@nnetrix.net (home)

Key Features

- Agreed-upon Vision
- Planning and Design
- Professional Development

Consultation

- Presentation
- Large or small groups
- Working with teams
- Modelling

Philosophy/Approaches

- Early Intervention
- Authentic Literacy
- New Zealand Model of Literacy Learning
- Family Literacy

Programs

- Reading Recovery
- Junior Great Books

Brandy Howey

X Facilitator

X Consultant

Brandy Howey
Hinsdale Public Schools
PO Box 398
Hinsdale, MT 59241

Home
PO Box 63
Hinsdale, MT 59241

In Her Own Words

For the past two years, I have been actively involved in the Framework for Aesthetic Literacy program. I have helped write the Framework and have actively integrated the curriculum in my school setting. My students find themselves immersed in a variety of learning experiences other than sitting at a desk and taking notes. We work on a variety of projects for each lesson we are studying and have found while some students are creative when it comes to writing, others shine in the arts--music, dancing, drama, drawing, etc. I try to integrate all the arts, where applicable, so that everyone feels a sense of accomplishment.

I have been giving workshops in Montana for the last two years on utilizing the computer in the classroom, as well as working with the Framework for Aesthetic Literacy. I have been called on numerous occasions to help teachers implement new ideas and learning styles for their students.

I have helped write the Library/Media Curriculum for the Northeastern Montana Curriculum Consortium. This curriculum is for grades K-12 and, again, implements the various learning styles for the students. I am a member of the state library/media curriculum team and have helped write language arts for northeastern Montana.

I have been hired by our school board to write and facilitate curriculum for our school. I work with the individual teachers, superintendent, school board member and two members of the community to implement the best possible curriculum for our students.

Being in a small school setting, I find that I must be flexible every day and work hand-in-hand with all the staff to ensure a quality education for all students. We bring out the best in our students so they can shine and have a high self-esteem. This self-esteem enables all our students to be aware of their strengths.

I thoroughly enjoy working with a variety of teaching techniques. I feel that these techniques enable my students to grow and to shine in their respective strengths, as well as show them they are a viable part of the learning environment.

Delivery

- Phone: 364-2314 (school)
364-2333 (home)
- FAX: 364-2205
- Big Sky Telegraph: Brandy Howey
- MetNet: bhowey@wln.com

Key Features

- Academic Focus
- Parent and Community Involvement
- Professional Development

Consulting Style

- Presentations
- School visitations

Philosophy/Approaches

- Thematic Units
- Cross-curriculum
- Team Teaching

Programs

- Aesthetic Literacy
- Multiple Intelligences
- Library/Media Curriculum
- Language Arts Curriculum
- Student Writing Assessment Techniques
- Project Success

Beth Hugs

X Facilitator

Beth Hugs
District Office
Hardin School District
RR 1 Box 1001
Hardin, MT 59034

Home
833 West 2nd Street
Hardin, MT 59034

In Her Own Words

I feel that I am a good candidate for the position of Title I Distinguished Educator. I have not done a lot of presenting, but have enjoyed what I have done and plan to continue to do so as the opportunities arise.

I am a member of the Crow Tribe of Indians and have been a member of the National Indian Education Association for the last four years. I also serve as a Board Trustee for Little Big Horn College. I have a great interest in meeting the needs of non-traditional students of all races and backgrounds.

I do believe that all children can meet high expectations. I have a master's degree in Gifted and Talented Education, but my heart is with meeting the needs of those who are educationally deprived. I taught grades 2 and 3 for several years and previously taught as an aide and tutor at the middle school level.

I was instrumental in the development of our Title I family advocacy program and held the position of family advocate for kindergarten through 6th grade until filling the position of Title I coordinator. As a family advocate and coordinator, I have been involved in collaborative program development and have assisted in the development of an extraordinary family involvement program in our Title I program.

I believe this will be a beneficial experience for myself and all involved. I look forward to learning more about schoolwide programs and school improvement.

Delivery

- Phone: 665-1304
- FAX: 665-2784

Key Features

- Parent/Community Involvement
- Cultural Inclusiveness

Consultation

- Resource gathering
- Hosting site visits

Philosophy/Approaches

Programs

- Talents Unlimited
- MegaSkills
- Positive Indian Parenting
- Active Parenting

Mike Jakupcak

X Facilitator

X Consultant

Mike Jakupcak
University of Montana
Missoula, MT 59812

Home
238 South 6th East
Missoula, MT 59801

In His Own Words

My experience applies to the designated criteria as follows:

- Teaching in public schools, university settings and in developmental disabilities programs.
- Grant writing and program development on a variety of projects involved with children, youth and adults with disabilities.
- Awards and honors from CEC, CSPD and the Developmental Disabilities programs in our state of Montana.
- Successful work experiences and consultive work in the vast majority of public schools in Western Montana as a consultant to the Casey Family program and the Office of Public Instruction as a contract monitor and consultant on transition and IEP/LRE.
- Experiences in collaborative ventures with university, public schools and other community agencies, as well as involvement with advocacy organizations such as the Board of Visitors, the Montana Advocacy Program and "Parents, Let's Unite for Kids" (PLUK).
- Elementary, special education, school psychology and special education supervisory certifications and endorsements.

Delivery

- Phone: 243-5064 (school)
549-6237 (home)
- FAX: 243-4809
- E-mail: mikej@selway.umt.edu

Key Features

- Professional Development
- Parental Involvement
- Visioning

Consulting Style:

- Fairly informal-interaction-positive
- Lots of humor/anecdotes/"stones"

Philosophy/Approaches

- Multisensory/multiple learning styles
- Balanced inclusionary practices—supports, teaming, cooperation/collaborative practices

Programs

- Alternatives to Medications with Attention Deficit Disorders
- IDEA/Section 504 Regulations/Applications
- "Real" learning disabilities

Laura Jones

X Facilitator

X Consultant

Laura Jones
K.W. Bergan School
Browning School District
PO Box 610
Browning, MT 59410

Home
PO Box 128
Valier, MT 59486

In Her Own Words

I am presently serving as team leader for K.W. Bergan, a kindergarten and 1st grade school within the Browning School District. Our school team worked last year on the school improvement plan, developing timelines to get each segment of the plan completed. We found the process very enlightening. After we completed collecting data, we were able to work on problems and solutions. The most exciting part of the school improvement was the dreaming and the "what if's."

Our plan is particularly important because of the work we did and are doing on early intervention. I strongly feel that early intervention is a must if improvement is to occur for our high-risk students. Our plan also addressed family involvement, family literacy, language-based reading instruction and math curriculum. The beauty of the schoolwide improvement plan is the fact that it includes the input of teachers, parents and administrators, and is written with their approval. This is a plan that is being implemented, not put on a shelf to collect dust. Our school improvement team is meeting regularly to ensure that our plan is being implemented. We discuss what we feel is working and problems that need to be improved.

Team leaders in our district met regularly last year to discuss our school's plans. This allowed me to become acquainted not only with the plan for kindergarten and 1st grade, but also the plans from other schools—from 2nd grade through high school. We are still meeting to discuss implementation successes and problems.

I believe that through the schoolwide improvement plan all students can attain higher achievements in learning than previously. Each student can achieve at his/her own pace with careful planning through collaboration of all teachers involved in his/her educational program.

I am very willing to help schools plan their schoolwide improvement plan. I have the experience of completing and beginning to implement a plan. I am particularly interested in parent involvement. Parents need to be involved in their children's education, not only through school activities, but strongly involved in doing activities in the home. These activities would evolve into the home being a rich environment for learning.

I have 29 years of teaching experience, 24 years of which have been in "high-risk" schools. I taught for 18 years in Georgia, and am now in my sixth year in Browning. I am currently a Title I reading and math teacher for 1st grade; I also serve as the Title IX coordinator for my school.

I have had the opportunity to make the following presentations:

Annual Montana Title I Fall Conference, 1995

"The Schoolwide Planning Year—Surviving and Thriving" (along with other presenters who were also team leaders from the Browning School District)

"Family Friendly Activities to Promote Early Literacy in Math and Reading"

Glacier Reading Council

"Storytelling" 1992

"Raps, Snaps and Fingerplays" 1993

"Mrs. Wishy Washy Across the Curriculum"

Montana Indian Association of Education

"All-Day Every-Day Kindergarten" 1993

I have also had experiences as a data collector, certified by the state of Georgia in 1980, and serving in this capacity from 1980-1984. In order to upgrade the educational standards in Georgia, the State Department set up a program of evaluation for new teachers which involved accreditation, assessment test, and evaluation by a state agent, peer teacher, and administrator. I served as a peer teacher. I also served as a support teacher for those who did not pass the assessment and evaluation.

I graduated from Georgie Southern University with a B.S. degree in Early Childhood Education. My most recent training has been in Math Their Way—a hands-on approach to teaching math, and integrated learning workshops sponsored by the Wright Group. This training concentrated on balanced reading, writing and language programs.

<div><h2>Delivery</h2><ul style="list-style-type: none">• Phone: 279-3413• FAX: 338-5607</div>	<div><h2>Key Features</h2><ul style="list-style-type: none">• Parent and Community Involvement<h2>Consultation</h2><ul style="list-style-type: none">• Small groups/selected teams</div>
<div><h2>Philosophy/Approaches</h2><ul style="list-style-type: none">• Integrated Curriculum</div>	<div><h2>Programs</h2><ul style="list-style-type: none">• Reading Recovery (not trained)</div>

Fred Jozovich

X Facilitator

X Consultant

Fred Jozovich
Butte High School
401 South Wyoming
Butte, MT 59701

Home
375 Blacktail Canyon Road
Butte, MT 59701

In His Own Words

I began teaching in a two-room rural school house where, for three years, I taught all subjects and activities to students in grades 5 through 8. Upon leaving that position, I was hired as the first Title I teacher in the Butte school system. During the next three years, I designed and implemented Butte's first two elementary Title I programs at Monroe and McKinley Elementary schools. At that time, I serviced students in grades 1 through 6 in the subjects of reading and math, and coached in the elementary sports program. Also during this time, I designed the five criteria student selection tools which have been in use in our program until this year.

In 1977, upon transferring to Butte High School, I developed the first secondary Title I program in the Butte school system where I taught grades 9 through 12 in an elective content reading/study skills class. This class assisted students in reading skills needed to be successful in language arts, science, history and math. In 1981, the position of coordinator was added to my job description. My duties became developing and implementing additional Title I programs for the Butte school system as well as continuing to teach five hours a day at Butte High School. For ten years, I taught in a Title I English replacement classroom. This program was developed around the use of the writing process in a proactive application of language arts and literature. This year and part of last year I have been collaborating with regular education English teachers at Butte High School in the instruction of English and literature and using the computer to instruct those students in the writing process. Since the beginning of my professional career as an educator, I worked with thousands of students in every possible capacity. While some of these students were not as successful as I would like, I believe most have grown from our mutual experience. I would classify myself as a child-oriented teacher who goes far beyond the conventional methods of the classroom to assist students to be happy, educated and productive members of society.

At present, I am teaching as a collaborative English teacher, coordinating the Butte High School computer lab and coordinating the Butte School District Title I program which has now grown to a staff of 25 educators servicing eight schools. Some current activities involve facilitating in the development of two new schoolwide programs at Emerson and West Elementary schools, facilitating each of the targeted-assistance schools in our district in the development of Title I instructional service delivery models, developing and implementing programs at local homes for neglected and delinquent students, and continuing in the development of staff and parent training, as well as serving on a districtwide parent involvement team.

During my tenure, I have been given many opportunities to contribute to our school system and assist in the education of all levels of students, kindergarten through grade 12. In addition, I was one of the two district instructors chosen to serve as a facilitator of a districtwide planning team which lasted a period of four years. Concurrently, I have been engaged in presenting Title I and regular education staff development workshops in the areas of student identification and selection, Chapter 1/Title I rules and regulations, and computer instruction in addition to parent and community development. On the state level, I have presented workshops several times at the Title I Fall Conference in the same areas listed previously.

Delivery

- Phone: 496-2030 (school)
494-1873 (home)
- FAX: 496-2039 (Butte High School)
- MetNet: Fred V. Jozovich
- Internet: fredv.@butternet.com

Key Features

- Planning and Design
- Professional Development
- Academic Focus

Consultation

- Small group
- Working with teams
- One-to-one conferencing

Philosophy/Approaches

- Cooperative Learning
- Collaborative Teaching
- Alternative Assessment

Programs

- MegaSkills
- Computer-Assisted Instruction

Karen Kaufmann

X Consultant

Karen Kaufmann
Dept. of Drama/Dance
University of Montana
Missoula, MT 59812
(406) 243-2875

Home
223 West Kent
Missoula, MT 59801
(406) 721-4272

In Her Own Words

I believe my experience as an educator in higher education, public schools, private teaching, and my inservice work with classroom teachers demonstrates my achievements in a variety of educational programs. I recently received a social project grant through the Montana Arts Council for a dance education project for Montana schools, through the Montana Transport Company, and have served as a curriculum writer and ambassador for the Framework for Aesthetic Literacy.

Delivery

Key Features

Philosophy/Approaches

Programs

Michelle Kelly

X Facilitator

X Consultant

Michelle Kelly
Greeley Elementary
111 North Montana
Butte, MT 59701

Home
2130 Wall Street
Butte, MT 59701

In Her Own Words

I am very excited about serving as a facilitator for the Title I Distinguished Educator program for the statewide school support system. I received the information about the program from Mr. Boyle, my administrator. He was asked to choose four people from his staff who would best represent the school district and would be interested in becoming involved in this type of program. I am very pleased that he considered me.

I am quite confident that I can provide quality service to a requesting school. One particular reason is the fact that our school, Greeley Elementary, qualified as a Title I school this year. Last school year our staff worked many hours in writing a grant to meet the Title I qualifications. As a devoted staff member, I co-chaired many different areas: developing a needs assessment; setting goals and objectives in the areas of educational, social and emotional needs of our students; and developing educational programs that would most benefit our school population.

I have demonstrated many successful experiences in a variety of placements and teaching environments. I am a 3rd grade teacher at Greeley Elementary and have been for the last three school years. During the past three years, I have implemented a peer-tutoring program for the entire school and a reading enrichment program at the third grade level. This enrichment program could easily be adjusted for other grade levels. I have been involved in establishing a comprehensive schoolwide discipline program and am involved in collaborating on a daily basis. I collaborate one and one-half hours daily in reading and spelling with Kathy Bartlett, our resource teacher. I collaborate one-half hour daily in math with Bob Green, our Title I teacher. I have found both experiences successful and rewarding, not only for me as a teacher but for my students, as they are exposed to different styles. Kathy Bartlett and I have been so successful in our collaborative program that our Curriculum Director, Dr. Tim Sullivan, asked us to develop and present a workshop districtwide. We also have presented district workshops on our peer tutoring and reading enrichment program.

I am an active member of the Southwest Reading Council and have been involved in many community projects including setting up a "reading window" for Butte's Christmas Stroll in December. I have recruited several community leaders to participate in this annual holiday event. Also, in my classroom as a part of my "assertive discipline program," I have involved community businesses by bringing in guest speakers and going on field trips. I also developed a social studies unit with Yellow Freight by sending a Teddy Bear cross country with semi-truck drivers and as a school, followed his travels.

As a regular education teacher in a low-income school, I am involved daily in many challenging situations. Sixty to 70 percent of our student population is from dysfunctional families. I am challenged daily by not only

meeting their educational needs, but also their social, emotional and physical needs. One particular child I taught was labeled as having autistic tendencies. I worked with Family Services, Mental Health and school administrators to help meet this child's many needs. It was a year-long process to develop and implement a successful program for this child and to get proper parental involvement. I believe we were successful in our attempts. This is not an isolated case; each child in my class is from a different socio-economic background and is treated as an individual with as much parental involvement as possible. Each CST and IEP meeting I am involved in is a step in helping students have an enjoyable and successful year.

Upon completion of my degree, I was offered a position to help start a new kindergarten program in the Butte Central Catholic school system. I accepted this position and instituted a lot of my own curriculum and programs. I found this very beneficial because it has helped me to become a more creative, adaptable and ambitious teacher.

Children today are the greatest resource our country has and we need to supply them with the tools to become hard-working, productive citizens. I believe each child, if given a good basis for learning, is capable of achieving high standards, regardless of their socio-economic background.

<p style="text-align: center;">Delivery</p> <ul style="list-style-type: none"> • Phone: 496-2090 (school) 723-3129 (home) 	<p style="text-align: center;">Key Features</p> <ul style="list-style-type: none"> • Management and Organizational Structure • Professional Development • Parent and Community Involvement <p style="text-align: center;">Consultation</p> <ul style="list-style-type: none"> • Working with teams • One-to-one conferencing • Small group
<p style="text-align: center;">Philosophy/Approaches</p> <ul style="list-style-type: none"> • Cooperative Learning • Collaborative Teaching • Early Intervention 	<p style="text-align: center;">Programs</p>

Shelley Knight

x Consultant

Shelley Knight
Quentin Brown Elementary
PO Box 700
Corvallis, MT 59828

Home
203 Owings Creek
Hamilton, MT 59840

In Her Own Words

I am confident that my experiences as a Title I director and teacher, an EDGE consultant and a BEST facilitator would enhance the proposed corp of distinguished educators. The following list of skills, attitudes and experiences further demonstrate my commitment to improve the educational experiences for our future citizens:

- Consultant and advocate for gifted education - EDGE.
- Advocate and facilitator for process-oriented science - BEST.
- Commitment to helping students beyond the normal curriculum.
- Commitment to the teaching profession and to excellence by continuous professional growth and development.
- Willingness to give extra effort and to spend added time with students in order to provide for their special and unique needs and abilities.
- Sincere interest in all students--doing whatever necessary to meet their unique and individual needs and to encourage and promote their development to the maximum of their potential.

Delivery

- Phone: 961-3261 (school)
363-5169 (home)

Key Features

- Academic Focus
- Professional Development
- Planning and Design

Consultation

- Large or small groups
- One-to-one conferencing
- Demonstration

Philosophy/Approaches

- Multiple Intelligences
- Cooperative Learning
- Individualized Instruction
- Compacting

Programs

- MegaSkills
- Great Books
- Reading/Writing Workshops

Janice Knopik

X Facilitator

X Consultant

Janice Knopik
Frenchtown Elementary
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Frenchtown, MT 59834

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17700 Ellis Creek Road
Huson, MT 59846

In Her Own Words

My teaching experience covers 15 years and a wide variety of successful professional placements. My first two years of teaching were in North Dakota in a school with close proximity to the Turtle Mountain Indian Reservation. Approximately 20 percent of our enrollment were Native American students. I taught business education classes and coached the girls' track team.

My next teaching assignment was in eastern Montana at Baker where I taught physical education and business education classes while also being the head coach for the girls' basketball and track teams.

When my husband accepted a position at Miles City, Montana, it meant new possibilities for me also. I started by teaching for a teacher on maternity leave for a quarter. Shortly after that assignment was over I was asked to help write and teach a pilot Title I English program at Custer County High School. The program was to be an in-class model. The biggest challenge of this project was not the teaching of the high school English students, but to persuade the high school teachers to allow me into their classrooms to work with their students. The head of the English Department did not want anyone in his classroom, but two of the other English teachers finally were willing to give it a try. The pilot program proved to be very successful and that program is still being funded at Miles City to date. One of the English teachers who was willing to give me a chance with the in-class model is now a principal at Miles City. When I visit with him at the Fall Title I conferences, he laughs about how he was so skeptical about having me in the classroom. The in-class model in the early 1980s was definitely futuristic. My next professional placement at Miles City was as the Title I Home-School Coordinator. In this position I was very involved in writing and evaluating the Title I program. However, the main emphasis of my job was to make home visits to the parents of the Title I students. The true challenge of this position was that of being allowed into the homes of many of the Title I students where poverty existed along with a distrust for the school system. After gaining their trust, it was only then that I could begin to deliver the message that the education of their children was so very important and to extend an invitation to them to join us in this most important task. I often found that when these parents were asked to come into the schools they were uncomfortable and reluctant. I would offer to go with them and several times I was taken up on that proposition. Another responsibility of this position was to be a member of the Parent Advisory Council.

While teaching in Miles City, I was a presenter at the state Title I fall conferences. I presented sections on home/school relations and the importance of early parental involvement in the education of their children.

In my present position at Frenchtown, I teach Title I math. I use both the in-class model and the pullout model to deliver the Title I math services. I find the in-class model has allowed lots of collaboration and team building with the regular classroom teachers. Many times the regular classroom teachers will come to me for suggestions on materials or techniques to use with an educationally challenged student in their class. I talk with enthusiasm to my students about the goals and expectations in my class so much that they take these expectations back to their regular classroom.

Often as a Title I teacher, I must be very patient because classroom schedules get changed which requires me to be flexible. I also find it very important to head off any "turf" battles that might come up with the regular classroom teachers. Success in the in-class model comes from my ability to adapt to situations in the classroom while still maximizing the services to the Title I students.

I feel that the Title I math program at Frenchtown Elementary has been extremely successful, not only in academic achievement as noted by NCE gains, but also in the positive way the program is viewed by the students, parents, teachers and administration.

Over the recent PIR days for MEA convention I conducted a two-day workshop for teachers at Frenchtown School District who chose not to attend the MEA workshops. The workshop was titled Discipline with Love and Logic. It was a total of ten hours spread over two days. Because the evaluations were so positive and other district teachers have shown an interest in the workshop, our administration has requested I offer the same workshop again next semester.

I teach two adult education classes for our school district. I completed my seventh session of the MegaSkills program this past October. I will conduct another session of MegaSkills in January. In early spring, I will conduct a class in Parenting with Love and Logic. The MegaSkills class has a format whereby I facilitate the discussion and activities which allow the participants an active ownership role in the class.

While I lived in Great Falls, I was very involved in the volunteer organization, Junior League of Great Falls—a volunteer group. I sat on the Training Corp committee and chaired that committee for one year. This committee provided not only training for the organization, but also community training. I organized, developed and helped present a community workshop on Care Givers of Older Family Members. I designed the marketing brochure, set up registration, selected the training site, lined up the other presenters, and conducted the evaluation. The presenters in this workshop included a medical doctor, an attorney, a trust officer and me, a care giver. The workshop was attended by about 100 people. Through the Training Corp, I received training to teach parents how to discuss their values, including sexuality values, to their adolescent children. I used that training to put together a class for parents that I offered through the Great Falls YMCA.

I have the knowledge, energy, desire and skills to do a professional job as a facilitator for the statewide school support system. I also have the support of the administrators at my school to be involved with the Title I program at the state level.

<div>Delivery</div> <div><ul style="list-style-type: none">Fax: 626-2496MetNet: Knopik J</div>	<div>Key Features</div> <div><ul style="list-style-type: none">Parent/Community InvolvementPlanning and DesignOrganizational/Management Structure</div> <div>Consultation</div> <div><ul style="list-style-type: none">FacilitatorPresenterTelephone conference</div>
<div>Philosophy/Approaches</div> <div><ul style="list-style-type: none">Prefer in-class modelCollaboration approachAll senses material presentationExpect a lot—get more than expectedHave fun and use appropriate humor</div>	<div>Programs</div> <div><ul style="list-style-type: none">MegaSkills Parenting ProgramDiscipline with Love and LogicParenting with Love and LogicMath area specialty</div>

Dan Laughlin

x Facilitator

Dan Laughlin
Lincoln Elementary
506 Chestnut
Anaconda, MT 59711

x Consultant

Home
718 East Park
Anaconda, MT 59711

In His Own Words

I have held a variety of positions in the field of remedial education. My first experience was at the Montana State Hospital at Warm Springs teaching emotionally disturbed children. There I was involved in the development of individual education and treatment program for disabled students. Next, I served as a high school resource teacher in grades 9-12. At Anaconda High, I was involved in developing the Special Education program at the secondary level. My next experience was as a resource teacher in the elementary schools in Anaconda. I coordinated computer-assisted instruction for the school district in addition to my regular teaching duties. Currently, I am a Resource/Title I instructor in the Anaconda Public Schools. My current assignment involves developing an inclusion program at Lincoln Elementary. This inclusion program is the first of its kind in our school district.

I truly believe that all students can meet higher standards. I believe that all students should be educated in a supported, age-appropriate, dynamic, natural, student-focused, classroom, school and community environment. I believe that every person has the right and the dignity to achieve his/her potential within the vast and varied community of society. I believe that all members of our community support the belief that all students can learn and that friendship is a desired school outcome. I believe that each student is expected to be a successful learner and establish relationships.

I feel that my peers respect me as an educator. They often seek my advice and ask questions regarding rules, materials and placement regarding children in Title I and Special Education. I also serve as acting principal when our regular principal is away.

I feel that I am very flexible and can adapt to a variety of situations and students. I have been and am currently involved in an inclusion program at our school. I am a strong supporter of involving parents and the community in the education of all children.

Delivery

- FAX: 362-4030

Key Features

- Parent "Community" Involvement
- Academic Focus
- Professional Development

Philosophy/Approaches

- Small group instruction
- Inclusion
- Combine Resource/Title I Services
- Materials
- Diagnosis/remediation/program development

Programs

- Computer Assistive Learning

Jane McGillivray

X Facilitator

X Consultant

Jane McGillivray
Meadowlark School
Chinook School District
PO Box 1059
Chinook, MT 59523

Home
RR 1 Box 78
Chinook, MT 59523

In Her Own Words

Over the last 25 years, I've had a variety of experiences in the educational field. The kindergarten classroom was my first experience both in the private and public settings. During that period, our school was able to initiate a transitional setting for a group of students that needed supplementary instruction before going on to the first grade.

For the last nine years, I've worked with the Title I and Chapter 1 programs in Chinook. The grade span has been from kindergarten to 8th grade. Classroom settings have been in shared classrooms, small rooms and large spaces. Our program has before-school, after-school sessions and a Saturday school.

To reinforce parental involvement the Title I program has sponsored a Saturday afternoon Math Activities Day. The students, accompanied by an adult, attended the school to participate in various math activities. Prizes and different games were used as incentives. Workshop sessions have been offered to interested parents. The adult education program, the librarian and other staff members have been resources used for these presentations. The last two years, parents have attended the fall Title I Conference. We want the parents to feel welcome at our schools. We want them involved with the educational development of their children.

The community has been very supportive of our schools. In return, the Title I program has fed positive impact back into the community. We have been working with volunteers in keeping the computer lab open for student use in two after-school sessions. One of the goals is to have parents aware of what their children are learning. Head Start, mental health services, the county health nurse, probation officer and the welfare department have been agencies that I have worked with over the years.

I have enjoyed working with the children at Meadowlark. Mrs. Rita Suber has been my principal. With the parents help, input from the classroom teacher and support from other staff and community members, the Title I program in our school has been a success. I work with each individual student and we progress as far as we can. In the last five years, there hasn't been a denial of services on the part of the parent.

My husband and me are working with married couples. We conduct classes that are aimed at strengthening the home. We work in other volunteer programs in Chinook and other areas of the world. We adopted two brothers that came to us through the welfare system when they were five and nine years old. Both are now out of high school, and have helped in giving us a rounded education.

It is exciting to see the challenges in the field of education. The changes that are possible with Title I are encouraging. I would like to have an opportunity to be more involved with implementing those changes.

<div>Delivery</div> <div><ul style="list-style-type: none">FAX: 357-2925</div>	<div>Key Features</div> <div><ul style="list-style-type: none">Parent and Community InvolvementCultural InclusivenessShared Vision</div> <div>Consultation</div> <div><ul style="list-style-type: none">Small group discussionIndividual interview</div>
<div>Philosophy/Approaches</div> <div><ul style="list-style-type: none">Integrated CurriculumThematic UnitsMultiple Intelligence</div>	<div>Programs</div> <div><ul style="list-style-type: none">Program SuccessAccelerated Reader</div>

Robin Miller

X Consultant

Robin Miller
Red Lodge High School
PO Box 1090
Red Lodge, MT 59068

Home
PO Box 1534
Red Lodge, MT 59068

In Her Own Words

I am currently in my sixth year of working in the Title I program in the Red Lodge School District, and I have been the coordinator for Red Lodge High School's Title I program since 1994. I have been involved in the development of and implementation of various models of instruction including tutorial study halls, in-class collaboration, team teaching, replacement English and math classes, and Integrated Algebra (SIMMS). I have worked with grade levels 7-12.

I have been active in the continued development of our parent involvement program and have helped establish a school/home coordinator. We are seeing great gains this year with parent involvement in all grade levels. Recently, over 40 attended our free family pizza and pop night in the middle school and over a dozen attended our community night in the high school.

Delivery

- Phone: 446-1903 ext. 216 (school)
446-3126 (home)
- FAX: 446-2037

Key Features

- Agreed-upon Vision
- Management and Organizational Structure
- Parent and Community Involvement

Consultation

- Small group
- One-to-one conferencing
- Working with teams

Philosophy/Approaches

- Cooperative Learning
- Collaborative Teaching
- Facilitator
- Portfolios
- Rubrics

Programs

- SIMMS
- Computer-Assisted Instruction
- The Mandt System

Dennis Patton

X Facilitator

X Consultant

Dennis Patton
Fort Benton Elementary
PO Box 399
Fort Benton, MT 59422

Home
1200 32nd Street South #70
Great Falls, MT 59405

In His Own Words

I applied to the Office of Public Instruction to become a facilitator because of my desire to serve my profession as an educator. I believe the new direction that Title I is taking can expand the educational opportunities for all children. It is important for educational practitioners to come together and share their educational contributions that have proven successful in the classroom. It is with much excitement that I am looking forward to serving as a team member for OPI, helping to facilitate the new Title I statewide school program.

I am committed to the goal of improving standards in educational practices. This is an opportunity for me to contribute by working cooperatively with other OPI facilitators in helping to cause statewide reform for the new Title I program. A new vision for Title I is on the horizon. This vision can better accommodate the special needs of children by getting everyone involved cooperatively as educators, parents, businesses and agencies in order to help all children achieve higher standards of excellence in education.

Education is being influenced by educators who are attempting to meet the special needs of kids in their school districts. To meet the demands of our highly technological society requires a vision of what our schools are really for and how we can best achieve accountability as we strive for standards of excellence. This vision is based on sound educational practices that have worked in today's classroom. Theory alone cannot foster the ideal learning environment for all our children. Such a vision can accomplish what is important for all children—developing their unique, optimum potential.

I have, for the past three years, facilitated and spoken around our state on issues involving ADHD and strategies that can lead to success for those who have been afflicted by handicap and/or disability. I have 22 years of classroom teaching experience in grades five and six with Fort Benton Elementary School. I have two years' substitute teaching experience with the Great Falls School District at the secondary level and three years' summer employment experiences working with disadvantaged youth as a job counselor for Opportunities, Inc., in Great Falls.

Examples of my experience to facilitate collaboration among educators would include my involvement as FBEA president and co-facilitating staff training for a "Team Intervention Model" involving five neighboring school districts. I chaired a committee for the CH.A.D.D. Chapter of Great Falls that put on a statewide ADHD seminar.

Examples in my classroom of effective practices include developing and implementing a portfolio assessment system for communication arts. Other examples include implementing a keyboarding program for a fifth grade computer lab and effective use of classroom computers. I have been professionally involved in curriculum committees, evaluation committees, textbook selection committees, a collective gaining team, as well as being a facilitator for our "Teacher Intervention Assistance Team" and trainer for our "Teton River, Environmental Science Project." I was selected to receive the "Outstanding Young Educator Award" by our local Fort Benton JC Chapter. Working with other teachers, I developed a report card currently being used by Fort Benton Elementary school.

I was asked to be a guest speaker for the "Guidance and Counseling Curriculum Committee" of "Blue Sky Curriculum Consortium" and spoke on considerations for ADHD issues addressed by curriculum. I have studied and worked as a facilitator and consultant for the past few years for ADHD issues, for both children and adults. I also presented information on ADHD issues for teachers and counselors at the MEA 1995 convention, Valier Public Schools, Conrad Public Schools and the Montana Counselors 1995 convention.

I feel fortunate to have this opportunity to work collaboratively with other educators to influence effective practices for schools in our state. I am honored to serve school districts as a team member with other educators, helping to facilitate the new Title I schoolwide educational program.

Delivery

- Phone: 622-3721 or 622-3761 (school)
771-8894 or 454-1964 (home)

Key Features

- Academic Focus
- Professional Development
- Shared Vision

Philosophy/Approaches

- Performance Assessment
- Holistic Learning
- Higher Order Thinking Skills
- Learning by Discovery

Programs

- Authentic Assessment: Portfolios
- VOWAC
- Pegasus (Literature-based Thematic Reading Series)
- Houghton-Mifflin Reading
- Saxon Math
- Addison-Wesley Math
- Reading - A Novel Approach

Sharon M. Redfern

X Facilitator

Sharon M. Redfern
Fort Benton Elementary
PO Box 399
Fort Benton, MT 59442

Home
PO Box 1358
Fort Benton, MT 59442

In Her Own Words

Having taught children who are at risk of meeting standards for much of my career, I feel that I have gained valuable insight into practices that best serve these students' educational needs. I have taught at Taft Elementary in Billings, at South School in Laurel, and at Joliet Elementary/Middle School. During my teaching career in Joliet, I directed and taught the Title I program for kindergarten through 8th grade; I also taught high school Title I replacement classes in English and math. I am currently the K-12 Title I director for Fort Benton schools. Because I have been employed by three districts of varying sizes, I have developed first-hand knowledge and appreciation of the diversity of jobs and responsibilities that are needed in the educational arena.

School programs and practices must be developed with individual and collective needs of students in mind. My goal in Title I instruction has been to provide the best opportunity for children to achieve grade-level successes. I have, therefore, striven to learn as much as possible about effective teaching practices and home collaboration efforts of at-risk children. Our Title I program in Joliet worked to develop positive attitudes, as well as to foster support and coordination with regular classroom teachers. In addition to our regular Title I program in Fort Benton, we have begun a parent computer check-out program and an early intervention program for kindergarten students. In my current position of elementary principal and Title I director, I help to promote a partnership between students, staff and the community. Administratively, I successfully work with inexperienced and veteran teachers with numerous teaching styles. I believe it is important to maintain open communication and support of teacher and program strengths while offering technical assistance in areas of need.

As an educator, I understand the value of the school-community connection. I have involved parents through volunteer programs and through Title I and Title VI parent meetings. My goal is to form partnerships that help to improve educational opportunities for all children, including at-risk children. My experiences in Title I would help me to be a resource for smaller districts throughout the state as they examine methods and practices that would contribute to school improvement.

The most important talent that I would bring to a facilitator's position is my love of children and my desire to put the needs of the student first when making educational decisions. I have high expectations for myself, teachers and students. I hope to contribute to this statewide support system because of my enthusiasm and professionalism, my ability to lead and direct others, my sense of humor and my direct experience in the Title I program.

Delivery

- Phone: 622-3721 (school)
622-3761 (home)
- FAX: 622-3470

Key Features

- Management and Organizational Structure
- Academic Focus
- Shared Vision

Philosophy/Approaches

- Performance Assessment
- Higher Order Thinking Skills

Programs

- Authentic Assessment: Portfolios
- VOWAC
- HOTS Reading
- Pegasus (Literature-based Thematic Reading Series)
- Houghton Mifflin "The Literature Experience"
- Saxon Math
- Addison-Wesley Math
- Heath Math
- Herman Method of Reversing Reading Failure

Sam Samson

X Facilitator

X Consultant

Sam Samson
Retired Educator
PO Box 358
Boulder, MT 59632

In His Own Words

Successful experiences in a variety of teaching situation/grade level assignments.

My teaching experience spans 28 years in the following areas and grades:

Seventh and 8th grade science (27 yrs)
Seventh and 8th grade German (2 yrs)
Seventh and 8th grade math (10 yrs)
Seventh and 8th grade Montana history (10 yrs)
Seventh and 8th grade English (10 yrs)
Sixth grade—enclosed classroom (3/4 yr)
High school German I, II, III (27 yrs)
High school Russian I (4 yrs)
High school track coach (15 yrs)
High school cross country coach (15 yrs)
Junior high cross country coach (10 yrs)
Baseball coach (2 yrs)
Science Olympiad coach (3 yrs)

Outstanding Achievement in developing programs include:

- A. Developed slide presentations for
 - 1. Montana birds and mammals
 - 2. Montana wildflowers
 - 3. Montana trees
 - 4. Montana animal tracks and droppings
- B. Started early morning birdwatches (20 yrs)
- C. Did Boulder River flow-rate study
- D. Science Olympiad program (mornings and evenings)
- E. Created 6th grade store (built, owned and operated by students)
- F. Did “special acres” plant identifications, line transects and field notetaking

Peer recognition:

Selected Coach of the Year 18 times
Member of Montana Coaches Hall of Fame
Selected for Science Olympiad Coach plaque three times
Favorite Teacher Award, Senior Class '91

Selection committee for Teacher of the Year

Demonstrated flexibility and adaptability:

Married to an Italian!

Taught with a cast on leg (and elevated for three months)

Taught in gymnasium with curtains as walls (1/2 yr)

Taught 6-12 grade levels (28 yrs)

Substitute taught for 3-12 grades

Taught in high school and grade school—two separate buildings (27 yrs)

Sponsored and managed many science fairs

Demonstrated experience in training adults and group processes:

As a co-founder for the Rocky Mountain Leadership Institute, I have taken part as a presenter in one, two and four-day seminars in schools across Montana. Some of the schools are Polson, Great Falls, Poplar, Boulder, Livingston, Shelby and Red Lodge. We have also done workshops during MEA/AFT conventions. Our workshops have had a similar purpose to the statewide system of support. We have studied under Kathy Curtiss, a senior colleague of Dr. William Glasser, creator of the Quality School Movement, which involves the "Whole Village" approach to education of our youth. We also work with educators, school board members, administrators, tribal councils, and other interested parties teaching Control Theory and Lead Management. We emphasize the fact that we do not offer a product but a process, which in turn, takes time. Participants in these programs have been very receptive and enthusiastic and have almost without exception invited us back for further training.

Delivery

- Phone: 225-3678

Key Features

- Shared Vision
- Cultural Inclusiveness
- Parent-Community Involvement

Consulting Style

- Do initial presentations to schools
- Work with individual teachers
- Best orally

Philosophy/Approaches

Programs

Margaret Grant Scott

X Facilitator

Margaret Grant Scott
Lewis and Clark Elementary
Missoula Public Schools
2901 Park
Missoula, MT 59801

Home
544 Hastings
Missoula, MT 59801

In Her Own Words

I have a wide variety of experiences in many kinds of teaching environments:

- As a classroom teacher, I have taught grades 1, 2, 3 and 6.
- As an art teacher, I have taught grades 1-12.
- At the University of Montana, I have taught the undergraduate social studies methods course and have taught numerous graduate courses for teachers in the fields of writing process, whole language and integrated learning.
- As a teacher of teachers I have served:
 - as an Ambassador for the Montana Aesthetic Literacy Framework;
 - as a co-director of several two-week Whole Language Institutes at the University of California, San Diego;
 - as the Missoula site coordinator for the Galef Institute, a professional development organization;
 - as an ongoing consultant to 17 sites of the National Writing Project in five states and Canada; and
 - as a consultant to numerous Montana schools and school districts.

As a creator and initiator of collaborative educational programs and reforms which have included parent and community involvement, I have engaged in the following:

- For the National Writing Project, I served as the Master Teacher for the development of a five-series video set on the teaching of writing in the elementary classroom.
- ASCD and NCTE co-published three videos of my teaching of the writing process.
- I served on the Social Studies Task Force of Project Excellence (State Accreditation Standards Review and Curriculum Reform Task Force).
- I was chief writer for the Missoula School District Language Arts Framework (1989).
- I served as whole language consultant for the Galef Institute.
- I am a member of the Aesthetic Literacy Framework's Task Force (OPI) and currently am an ambassador for this project.
- I am a leader of the Aesthetic Literacy Team in my school, Lewis and Clark, one of the second tier of schools receiving grants from the Aesthetic Literacy Project; our team is facilitating a year-long, schoolwide theme, "Building Community Through the Arts."
- I was recipient of a Fulbright-Hayes Fellowship allowing me to spend five weeks in China (1995) studying its culture and educational system; as a part of this Fulbright team I am currently helping establish a China Educational Resource Bureau for Montana.

Special educational concerns of mine:

- As the parent of two Native American children, I have worked closely with many Native American community groups and their educational concerns.
- I have a special interest in the issues related to students with Fetal Alcohol Syndrome/Effect and ADHD and am a part of community support systems for these children.
- I have a strong belief that the arts (including language arts) support the most in-depth and long-lasting of learning experiences because they help students touch the heart of learning, regardless of the curriculum area. I believe that students who learn content through aesthetic experiences make deep, personal connections with their learning that lasts a lifetime. It is exciting to me to facilitate this kind of learning.
- I have had the opportunity to study the Theory of the Multiple Intelligences with Howard Gardner, the developer of the theory. I believe that this understanding of the nature of the human mind must be a major underpinning of any educational reform, and it is this perspective that helps focus my own thinking, regardless of the project I am engaged in.
- I believe that teachers need to experience changing perspectives for themselves before they are asked to make changes that have not yet become a part of their perceptions. Therefore, I lead experience-based workshops as the means of helping teachers encounter new ideas. The reflective dialogue in regard to these experiences is a critical element in shaping the change process. Informed by their dialogue about this new experience they have shared, teachers are to plan together the next steps they want to take as the educational leaders of their school.

Delivery <ul style="list-style-type: none">• Phone: 542-4035• FAX: 549-2468	Key Features <ul style="list-style-type: none">• Agreed-upon Vision• Planning and Design• Professional Development Consultation <ul style="list-style-type: none">• Workshops• Presentations• School visitations• Visits to my site• Team planning sessions• Conferencing with teachers
Philosophy/Approaches <ul style="list-style-type: none">• Thematic, Integrated Curriculum• Multiple Intelligences• Literature-based Learning• The Role of Reflective Thinking• Learning Through the Arts• The Inquiry Approach to Learning	Programs <ul style="list-style-type: none">• Aesthetic Literacy Framework• Different Ways of Knowing (Galef Institute)• Montana Writing Project

Peter J. Shea

X Facilitator

X Consultant

Peter J. Shea
Browning High School
Browning, MT 59417

Home
19 10th Avenue Southeast
Cut Bank, MT 59427

In His Own Words

A most valuable experience for me recently has been my participation as an ambassador in the development of the Framework for Aesthetic Literacy. Part of my participation in the development of this integrated arts curriculum was my attendance at an outcome-based education conference in Minnesota in January 1994. But probably the most rewarding aspect of this project was the interaction with other ambassadors, experts in their own disciplines, and stimulating collaborators.

My experience in music education for the past 25 years has taken me from a Catholic elementary school in a middle-class community of predominantly German heritage in Ohio to the public elementary and secondary school on the Blackfeet Indian Reservation in Montana. Most days the rewards still outweigh the discouragements in my work with young people who are struggling to fit a formal education into their already challenging lives. Every day requires flexibility and adaptability in my present situation.

I see two strengths that I have to offer in the way of music education specifically. I have extensive training in the Kodaly method of music instruction, a method which is sequential, logically structured, and excellent for teaching music skills and concepts. Also, I have studied Native American music quite extensively since I have worked in Browning. I have a collection of over 150 Indian songs to use in the classroom.

I don't feel comfortable saying, "I believe that all children can meet high standards." We never express belief for something that is perfectly obvious, such as the sun rising every morning. If we express belief, then there must be some reason to doubt. I do believe that all children should strive for high standards, and staff and students in American schools, in particular, need to examine how diligently they are willing to work to achieve excellence. On the other hand, standards must meet the needs of individual students; what seems appropriate for one student may be inappropriate for another.

I don't consider myself a distinguished educator in the sense that I have developed an outstanding program that anyone could look at and say, "Wow!" I could name many others in my profession that I feel have accomplished greater results. But I can definitely say that I have worked with many low-achieving children, and together they and I can look at the results of our work and know that we have accomplished something. There are higher standards to reach, and we are still struggling together toward those goals.

Delivery

- Phone: 338-2745
- FAX: 338-2708
- I am available to do whatever I can to facilitate the development of schoolwide programs. I could also suggest that other schools examine the schoolwide plan being implemented in Browning.

Key Features

- Cultural inclusiveness is a strength because of my work in Browning.
- Agreed-upon Vision is a strength resulting from my work with the Framework for Aesthetic Literacy.

Philosophy/Approaches

- Integrated Curriculum
- Multiple Intelligences

Programs

- Kodaly Method of Music Instruction

Bob Snedigar

X Facilitator

X Consultant

Bob Snedigar
Darby High School
209 School Drive
Darby, MT 59829

Home
PO Box 673
Darby, MT 59829

In His Own Words

I have taught in a variety of teaching situations, from the basic sciences to the advanced placement sciences. I have taught a variety of students that have taken the above classes from the mentally challenged to the bright and gifted, many times in the same classroom. I believe that all students have the capability to learn at their capacities given the proper teaching method. I thoroughly enjoy my job and working with my students.

I am currently involved in a program working with our area adults in job retraining. We have a large number of adults that are currently employed in the timber industry. However, these jobs are being phased out. We wish to retrain these adults in areas that the timber industry and forest service is moving toward, namely of ecosystem management.

Currently involved in the C.A.S.E.S. Project (Cooperative Activities for Studying Environmental Sciences).

Delivery

- FAX: 821-4977
- E-Mail: bobs@bigsky.dillon.mt.us

Key Features

- Academic Focus
- Planning and Design
- Professional Development

Philosophy/Approaches

Programs

- C.A.S.E.S.
- Tech Prep
- Computer networking/programming/etc.

Barbara Solomon

X Facilitator

X Consultant

Barbara Solomon
Victor School
425 4th Avenue
Victor, MT 59875

Home
164 South 2nd Street, Apt. A
Victor, MT 59875

In Her Own Words

I am a 1992 graduate of the University of Montana and hold a bachelor's degree in elementary education. I am recently working as the Title I teacher at Victor School. As an educator in Victor, I teach six different subjects including 7th grade math, social studies and science, 8th grade pre-algebra, Title I math and language arts.

Prior to joining the Victor team, I worked for the Missoula County Public Schools (MCPS) as the Service Learning Program Coordinator. In this position, I worked to integrate community service into the curriculum for all grade levels, K-12. In this capacity, I wrote grant proposals, organized a teacher inservice, drafted a booklet on service-learning and met with countless teachers, administrators, parents, students and community members.

Before MCPS I worked in Washington, D.C., for the Environment and Public Works Committee in the U.S. Senate, chaired by Senator Max Baucus. I also worked for Congressman Pat Williams in the House of Representatives for over a year. My D.C. experiences were invaluable in teaching me the ability to adapt, be flexible and work under high stress situations.

My experiences in both the House and the Senate, my community service position and my current teaching job all help me to have a strong professional background for this facilitator position. I welcome the opportunity to work with other Montana teachers to improve the education of our state's "at-risk" youth.

Delivery

- FAX: 642-3446

Key Features

- Parent/Community
- Cultural Inclusiveness
- Management and Organizational Structure

Consulting Style

- Presentation
- Either large or small
- Organization
- Ability to summarize

Philosophy/Approaches

- Integrated Curriculum
- "Real-World" integration to all concept areas

Programs

- Service Learning
- Government Process

David Spencer

X Facilitator

David Spencer
Hardin Middle School
611 West 5th Street
Hardin, MT 59034

Home
RR 1 Box 1210
Hardin, MT 59034

In His Own Words

As a facilitator, I am prepared to make the Title I schoolwide process easier. Facilitate is from French (facile, to make easy).

I have lived and learned to operate in foreign languages: French, Arabic and math. In helping children learn math and English, I use a natural approach. Language development and mathematical reasoning cannot be taught, but the teacher can set the stage for learning which encourages the students to learn.

I believe I can assist schools with the Title I schoolwide process. My teaching includes experience in multicultural, multilingual settings with students from kindergarten through adult.

I have served as chairman of the technology subcommittee of the Chapter 1 professional development committee and in a number of other educational group processes, including work in the model Language Arts Curriculum for the Office of Public Instruction.

My academic emphasis is on thinking and problem solving. The emphasis of my work as a facilitator is searching for options that will make a difference. Once these options have been identified, the school can decide which ones have the greatest potential. The process of building a schoolwide Title I program represents an opportunity to focus on what is best for our students.

Delivery

- Phone: 665-1408
- FAX: 665-6154
- Internet:
spencer@mathfs.math.montana.edu
daves@bigsky.dillon.mt.us
spencer@mcn.net

Key Features

- Academic Focus
- Delivery of Curriculum
- Vision of Change

Philosophy/Approaches

- All kids can learn, just not in the same way or on the same day.

Programs

- STEM (Six Through Eight Mathematics)
- ESL – English as a Second Language
- Bilingual Education
- Technology in Education
- Macintosh Environment
- Internet Resources (especially math)
- Big Sky Telegraph - Pioneer
- MetNet

June Sprout

X Facilitator

June Sprout
Cascade Public Schools
PO Box 307
Cascade, MT 59421

X Consultant

Home
PO Box 51
Cascade, MT 59421

In Her Own Words

I have had successful experiences in a variety of teaching situations/grade-level assignments. I began teaching in 1978 as a 7th and 8th grade language arts teacher in Plains, Montana. I moved into a 3rd grade classroom for a year before relocating to Cascade, in 1983, where I have been in several different teaching environments. I have taught sections of departmentalized mathematics and language arts in grades 7 and 8 and have been responsible for the K-12 Chapter 1/Title I program since 1983. Within the Title I program, I have taught replacement classes in math and reading at the high school level, worked with individual students in pullout settings in grades 1 through 8 in both math and reading, served Title I math and reading students through in-class settings in grades 2, 3, 7 and 8, and designed and operated a "study lab" elective class for high school and middle school students.

The "study lab" elective class serves high school students who need and want support in their core classes by improving their study skills. The goal of the lab is to present, use and master study skills and habits that are necessary for success not only in high school classes but beyond. Students are expected to progress in keeping with their abilities and are held accountable. For this successful program, I received the National Recognition Award in 1992, representing the state of Montana. In conjunction with this award, I presented a sectional at both the International Reading Association conference in San Antonio, Texas, in April 1992, and the Montana Chapter I conference in Billings, in September 1992, explaining the attributes of the program to my colleagues and peers.

In 1990, I implemented an innovative National Diffusion Network program called Higher Order Thinking Skills or HOTS. HOTS is a general thinking skills program using selected computer software and Socratic teaching techniques. HOTS has touched Title I students in grades 4 through 8 for the past five years, and mastering the questioning strategies has made me a better, more exciting teacher. This year I have taken HOTS into a 3rd grade classroom, in collaboration with the regular classroom teacher, because we felt that the program could be a powerful teaching tool with 3rd graders who need to begin developing their thinking skills.

I have been honored to receive the Outstanding Educator Award for our school district in 1988 and again in 1994. The award, sponsored by the Dufresne Foundation, is given yearly to a member of the high school staff selected from votes cast by the Cascade School District staff, student council, board of trustees and administration. I am humbled and appreciative of the respect and recognition given me by those I work with and for. In addition, I have been involved in extra-curricular sports, coaching track and field, and cross-country since coming to Cascade, and have had the privilege of working with many outstanding students and athletes. In recognition of the strong team placings at the state level, I was named the Class "C" Cross-Country Coach of

the Year in 1993, 1994 and 1995, and have received numerous nominations for track in other years.

As part of my responsibilities within the Title I program, I have had to take on the supervision and training of Title I aides hired by the district, complete all paperwork including the yearly application and evaluation reports, and coordinate all parent involvement activities. I have drawn on the local chapter of the Parent, Teacher, Student Association (PTSA) to reach many parents. I have made presentations to groups of parents over the years on study skills, improving reading and math skills at home, and how to handle and help with "homework," all sponsored by the local PTSA. In addition, I volunteered to be chairperson of the Parent Involvement Committee, and together with several parent volunteers, plan the Family Make-and-Take Night.

These are truly exciting times for Title I. I am glad to be a part of it all and am excited by this unique opportunity. If I can contribute to the school support system, it will be a way to give back all that has been given to me by my peers over the past 16 years.

<div>Delivery</div> <div><ul style="list-style-type: none">• Phone: 468-2357 or 2267 (school) 468-2845 (home)• FAX: 468-2212• MetNet: June A. Sprout</div>	<div>Key Features</div> <div><ul style="list-style-type: none">• Planning and Design• Organizational/Management Structure• Evidence of School and Student Progress• Parent and Community Involvement</div>
<div>Philosophy/Approaches</div> <div><ul style="list-style-type: none">• Collaborative teaching• Team teaching• Assessment strategies including direct writing assessment• Precision teaching</div>	<div>Programs</div> <div><ul style="list-style-type: none">• HOTS (Grades 3-8)• Developed reading/math "Study Lab" for high school• Student writing assessment techniques (sponsored by Golden Triangle Cooperative)</div>

Robin Zeal

X Consultant

Robin Zeal
Muldown Elementary
Whitefish School District
600 East 2nd Street
Whitefish, MT 59937

Home
321 West 6th Street
Whitefish, MT 59937

In Her Own Words

I have taught a variety of grades, from preschool through high school, within many diverse educational environments. These include a small school in a logging camp in southeast Alaska, an inner-city school in Melbourne, Australia, outdoor classrooms for Wilderness Education and summer recreation programs, as well as large schools, like my present one which houses seven to eight classrooms per grade.

In the logging camp, I worked as a special education aide in speech/language development and reading. As an International Teaching Fellow in Melbourne, I taught reading to 1st grade students from nine different language backgrounds. I am fortunate to have been able to be trained in Reading Recovery through the Whitefish School District and then use that training to develop a small group reading approach which provides those same reading strategies to more students. This year I also developed and provide Title I intervention for students at the kindergarten level, a first for our school.

One of my major concerns has been that of parental involvement in the early grades, particularly in the area of reading. As a 1st grade teacher in a rural school in Kalispell, I invited parents and community members to come to my classroom daily to listen to children read. I found a similar program was well-established in Australia, so I transported it back home. My current district supported my efforts by supplying the kindergarten with 450 books with supportive texts. I coordinated a home reading program throughout the kindergarten and it continues today with Reading Parents listening to or reading to every kindergartner every day and then sending them home with a book to share with their families. This year the program has been extended throughout the first grade, as well.

In order to provide both the Reading Parents and the kindergarten parents with current information, I offer workshops covering how children learn to read and how parents can successfully support their children in their reading development. These have been well-attended and I am now offering a modified version to first grade parents, too.

My interest in reading development and disabilities has led me through the entire gamut of reading methods and approaches. During my neophyte years, I was trained (and taught) DISTAR and the Slingerland techniques for students with Specific Language Disabilities. More recently, I have collaborated with my kindergarten colleagues to develop a very successful whole language approach (without a specific text or teacher's guide) for teaching our kindergarten curriculum.

Throughout my tenure as a Montana teacher, I have been a member of the International Reading Association, the Montana State Reading Council and the Northwest Montana Reading Council. I have presented at several conferences on subjects ranging from whole language to emergent writing to multicultural education to Reading Recovery techniques. I have also provided inservice training for my own district, as well as for teachers in my school in Australia.

The Distinguished Educators program appears to be an excellent opportunity for educators to share all of the wonderful information, programs and experiences that a career in "education" provides. I am excited about learning from those schools which participate, as well as sharing my knowledge.

<h3 style="text-align: center;">Delivery</h3> <ul style="list-style-type: none"> • Phone: 862-8620 (school) 862-6210 (home) • FAX: 862-8630 • Internet: muldown@netrix.net 	<h3 style="text-align: center;">Key Features</h3> <ul style="list-style-type: none"> • Professional Development • Parent and Community Involvement • Cultural Inclusiveness <h3 style="text-align: center;">Consultation</h3> <ul style="list-style-type: none"> • Large group presentations • Small group presentations (hands-on) • Modeling/demonstrations • Grade level or x-grade level training as teams
<h3 style="text-align: center;">Philosophy/Approaches</h3> <ul style="list-style-type: none"> • Early Intervention • Student Success-Oriented (teach the child, not the program) • High Self-Esteem Creates High Potential for Learning 	<h3 style="text-align: center;">Programs</h3> <ul style="list-style-type: none"> • Reading Recovery • DISTAR • Slingerland Technique for Specific Language Disabilities

OPI Personnel Available for Support Teams

THE

NEW

AND

Judy E. Birch

X Facilitator

X Consultant

Judy E. Birch

Guidance Specialist and Co-Director of the Safe and Drug-Free Schools Program and also have an interest in personnel issues and training around those issues.

In Her Own Words

My experiences gained from being a part of community groups and in my professional roles as teacher, counselor and specialist at OPI have developed the skills and provided me with the experiences to help people see the broad picture. I like to work with groups to help them develop connections with what outwardly appears to be others with very different interests. For example, when I work on issues related to substance abuse, I show Drug-Free Schools' project directors how the self-evaluation of students that goes on in treatment programs can be helpful to all individuals when it comes to educational and vocational planning.

Likewise, with those counselors who are only interested in career counseling, I discuss with them how the drug prevention programs would help them in career counseling in a similar scenario as the one I use with the Drug-Free project directors.

I feel the parenting classes that are provided under our Drug-Free Schools grants certainly are probably being shared and could be shared with the parents of Title 1 students.

I have also done a fair amount of training on personnel issues through presentations at School Foods Service conferences, being a facilitator of the **Investment in Excellence** program. I have worked with various agencies in presenting this: Department of Labor, SRS, Department of Health, Department of Commerce, DFS, Mountain View and Pine Hills. I have presented programs dealing with personnel and planning issues to other groups such as the Museum Curators of Montana.

I enjoy doing training and would enjoy finding ways to incorporate sections of the **Investment in Excellence** program with school groups.

I also would like to help facilitate the planning process with schools and, as a consultant which is a daily role I play, help school personnel see the broad picture. I understand how seemingly desperate programs in schools relate and, indeed, must rely upon each other in order to provide the best educational opportunities for our youth.

I look forward to working with other members of the team and to helping schools in their planning and implementation of their programs.

Delivery

- Phone: 444-5663
- FAX: 444-3924
- e-mail address: jbirch@opi.mt.gov

Key Features

- Agreed-upon Vision
- Academic Focus
- Planning and Design
- Management and Organizational Structure
- Professional Development—What I especially enjoy doing
- Cultural Inclusiveness
- Parent and Community Development
- Evidence of Schools and Student Progress

Consultation

- One-on-one
- Small/large Group Facilitation
- Presentations Where Group Discussion is Encouraged

Philosophy/Approaches

I encourage people to look at "the big picture" by finding ways to interconnect various programs by assisting others to determine the common theme(s) eachh program holds in common with other programs

Programs

- Promoting Resiliency
- Career Education Options
- Counseling Programs
- Follow-up Studies

Angela Branz-Spall

X Consultant

Angela Branz-Spall
Bilingual/Emergency Immigrant/Migrant
Education Director

In Her Own Words

I have spent the last 23 years in the field of education. Eleven of those years were involved in direct classroom instruction in both rural and urban settings at the secondary level. The past 12 years have been at the state level in an administrative position with a wide range of responsibilities including the Title I Migrant program, the Title VII Bilingual program, the Title IV Civil Rights program, the Refugee Assistance program and the Title VII Emergency Immigrant program.

One of the major foci of my experience has been to facilitate training to over 500 local education agencies in the state of Montana. I have designed and directed the implementation of over 200 regional and state training sessions in the areas of program planning, opportunity to learn standards, language assessment and placement practices, program improvement, and evaluation during my 12 years at OPI.

I have an extensive background in language arts, effective classroom strategies for diverse populations, and formative evaluation methods. As director of the migrant, bilingual and civil rights programs, I am aware of the many barriers to appropriate services for LEP, poor and mobile children both nationally and in the region.

Other barriers, for which I have designed problem-solving strategies, include the limited participation of parents because of language differences, demands of work and lack of parenting skills resulting from illiteracy.

I have a special interest in the use and access to technology for minority and migrant populations and in 1992 I helped to design the first-ever distance learning project for migrant students. Project SMART is now in 17 states and serves over 25,000 students. This year, I have designed a pilot project which utilizes laptop computers with mobile secondary students which enables them to complete courses as they move. In 1995, I was awarded the National Association of State Directors of Migrant Education Award for Excellence in recognition of my work in the advancement of continuity of services via interstate coordination. It is my desire to assist local educators in Montana with their mission to provide all children access to programs that result in the achievement of high standards.

Delivery

- Phone: 444-2423
- FAX: 449-7105
- E-Mail: angelab@opi.mt.gov
- MetNet: Angela Branz-Spall

Key Features

- Mobility Issues
- Management and Organizational Structures
- Language Acquisition, Theory and Practice
- Cultural Inclusiveness
- Technology Access and Application
- Summer Program Design
- Evaluation
- Coordination
- Parent Involvement

Philosophy/Approaches

- Collaborative Ventures
- High Expectations
- Access to Quality Programs
- Equity as an Underlying Premise
- Technology for All (including training for staff)

Programs

- Opportunity to Learn Standards
- Project "SMART"
- "Cyber Counselor"
- GESA
- Expressive Language

George Burns

X Facilitator

George Burns

Assistant to the Gender/Race Equity
Office of the Division of Educational
Opportunity and Equity

In His Own Words

I have experience in facilitating the design of planning processes in a wide variety of settings. These planning processes include development of mission (vision) statements, goals and objectives and their attendant strategies.

I have expertise in developing collaborative working teams which have included professional, para-professional and volunteer members.

I am experienced in assisting individuals and groups in the development, understanding and interpretation of organizational and managerial structures.

I am an experienced consultant in assisting groups, particularly small groups, in the resolution and/or management of conflict.

I have helped design programs of professional development tailored to meet organizational needs and have assisted individual professionals in determining the most appropriate paths for their own personal professional development.

I have exposure to current issues in the area of vocational education, including processes associated with Perkins funding and for the last several years I have read Perkins grant applications for the Montana Office of Commissioner of Higher Education.

Recently, I have designed and facilitated a futuring process for the Montana State Reading Council of the International Reading Association and also made a presentation at the Title I conference on organizational development utilizing the materials titled Windows of Change.

Presently, I am actively involved with Title IV and Title IX projects at OPI including the Montana Institute for the Effective Education of American Indian Children, Sexual Harassment, Investigation Training and Gender/Ethnic Expectations and Student Achievement for which I am a certified facilitator. I am also coordinating the 1996 Montana Equity Conference planned for the spring of 1996 and sponsored by OPI and other Montana educational organizations.

Delivery

- Phone: 444-2410
- FAX: 444-3924

Key Features

- Planning and Design
- Management/Organizational Structure
- Professional Development
- Shared Vision

Consultation

My best consulting style is with small groups. I am very good at "getting at" agenda that is hidden or otherwise obstructing progress and at resolving interpersonal conflict within organization/management teams.

Philosophy/Approaches

No future or organizational plan is able to survive without implementation of consensus. Consensus is at the heart of collaboration which is at the heart of the schoolwide program itself. No amount of educational expertise will be sufficient in carrying out this plan without the placement of open viable structures which ensure clear and trusted communication among the wide variety of individuals and groups responsible for the program. My expertise can aid in putting these structures in place.

Programs

- GESA (Gender/Ethnic Expectations and Student Achievement)
- "Windows of Change" organizational development program

Rick Chiotti

X Facilitator

X Consultant

Rich Chiotti
Health Education Specialist

In His Own Words

Essentially, I believe in the idea that educators teach kids, not math or health or literature or other specific content. Teaching kids rather than teaching content involves improving the entire school program instead of improving only a categorical subject/and content area within the school program. If the entire program is improved, educators make a system that is better at teaching kids.

<div><h3>Delivery</h3><ul style="list-style-type: none">• Phone: 444-1963• FAX: 444-1373• E-mail: rchiotti@opi.mt.gov• Telecommunication (two-way interactive video)• On-site</div>	<div><h3>Key Features</h3><ul style="list-style-type: none">• Evidence of School and Student Progress• Cultural Inclusiveness• Professional Development• Planning and Design<h3>Consultation</h3><ul style="list-style-type: none">• Presentation• Small Group• One-to-one Conferencing• Telephone Conferencing</div>
<div><h3>Philosophy/Approaches</h3><ul style="list-style-type: none">• Age and Development Appropriate Practices• Early Intervention• Collaborative Teaching<p>These fit very well with the prevention education work I am responsible for in HIV/AIDS and Drug-Free/Violence-Free education.</p></div>	<div><h3>Programs</h3><ul style="list-style-type: none">• HIV/AIDS teacher training so that each school can have their own competent, confident and knowledgeable staff person(s) able to provide needed age/developmental appropriate education.• General overview on making schools safe and drug-free environments that are conducive to learning.</div>

Gail Gray

X Facilitator

X Consultant

Gail Gray
Assistant Superintendent
Department of Accreditation and Curriculum Services

In Her Own Words

I would use my experience in working with multiple educational and social programs within and out-of-state government to assist schools planning schoolwide programs. During the past 18 years in Montana, I have worked in many different programs. For nine years, I worked in special education programs at the Office of Public Instruction, culminating that with six years as state director of that program. I then served as director of the Department of Social and Rehabilitation Services which, at that time, was responsible for vocational rehabilitation, developmental disabilities, in addition to Medicaid, AFDC, general assistance and other low-income programs. For the past seven years, I have been an assistant superintendent for the Superintendent of Public Instruction, responsible for educational programs including, but not limited to, vocational and special education, health enhancement, basic education, equity and federal programs for those affected by poverty. Title I is the largest of federal programs at the Office of Public Instruction.

In addition to supervisory responsibilities, I have had the opportunity to serve on a number of interagency and interprogram committees. These include Youth Justice Council, Children's Trust Fund, Developmental Disabilities Planning and Advisory Council and three welfare reform task forces. Currently, I am on the resource support committee to the Workforce Preparation Council. These groups provide information on program opportunities and special funding sources for schools and other programs serving students with special needs.

In conclusion, I believe in the need and opportunity for schools to change. After participating in education as a parent, community member, teacher and administrator, I do not believe meaningful and long-term change can occur without all the stakeholders committed to it. If there is something I can do to assist in this process, I would be happy to do so.

Delivery

- Phone: 444-2089
- FAX: 444-1373
- E-mail: ggray@opi.mt.gov

Key Features

- Parent and Community Involvement
- Management and Organizational Structure
- Academic Focus
- Planning and Design

Consultation

- One-to-one Conferencing
- Presentation
- Large Group Presentation
- School Visitation

Philosophy/Approaches

- Meet local needs by alternative standards
- Performance-Based Accreditation
- Interagency Programming, i.e., schools, justice, health, social services

Programs

- Quality Schools

Jan Hahn

X Facilitator

X Consultant

Jan Hahn

Curriculum and Assessment Specialist

Director of Framework for Aesthetic Literacy

In Her Own Words

I have experience:

- developing communication arts curriculum,
- developing, scoring and reporting writing assessments,
- developing interdisciplinary curriculum and performance assessments,
- teaching to the multiple intelligences,
- helping schools with curriculum development in general,
- helping schools with assessment planning in general,
- working with content standards, performance standards and delivery standards,
- developing plans for performance-based accreditation, and
- helping schools through the implementation of innovative programs.

In addition to helping schools with these curriculum and assessment projects, I would like to encourage schools to use the Framework for Aesthetic Literacy as a focus for schoolwide programs. I can talk about the experiences of other schools and the power of integration to improve student achievement.

Delivery

- Phone: 444-3714
- FAX: 444-1373
- E-Mail: jhahn@opi.mt.gov

Key Features

- Vision
- Planning and Design
- Evidence of School and Student Progress

Consultation

- Stand-up Presentation
- Group Facilitation

Philosophy/Approaches

- Integrated Curriculum
- Multiple Intelligences
- Inquiry-based Instruction

Programs

- Framework for Aesthetic Literacy
- Writing Assessments
- Performance-Based Accreditation

Lynn Hinch

X Facilitator

X Consultant

Lynn Hinch
Bilingual Specialist

In Her Own Words

I have worked in the field of second language learning for over 20 years. During this time a knowledge base of appropriate practices for serving linguistically diverse students in schools in the United States has been developed. I think I can utilize this information in assisting schools to design programs that address the language needs of students in Montana, from immigrant students learning beginning English to Indian students that have verbal fluency but may lack academic language skills. In the changing focus from “remediation” to enrichment, the role students’ language and culture plays in the learning environment can expand learning opportunities.

Delivery

- Phone: 444-3482
- FAX: 444-3924
- E-Mail: lhinch@opi.mt.gov

Key Features

Philosophy/Approaches

Programs

Patricia Johnson

X Facilitator

X Consultant

Patricia Johnson
National Diffusion Network State Facilitator

In Her Own Words

As NDN State Facilitator, I have responsibility for disseminating over 400 research-based, proven and transferable programs. NDN has programs that address the focus of IASA--collaboration and schoolwide improvement, as well as stand-alone programs that address a specific issue.

While the stand-alone programs are known to be inexpensive, comprehensive districtwide planning processes are not and usually take several years. Some NDN programs that address organizational reform are:

- Classroom Organization and Management Program (COMP), which helps teachers of grades 1-9 improve their instructional and behavioral classroom management skills.
- More Effective Schools Teaching Project, which uses a change process of systemic assessment, problem solving and development of annual school improvement plans to increase academic achievement for all students and to improve the organization and delivery of instruction in schools throughout a district.
- Outcomes-Driven Developmental Model (ODDM), which is a comprehensive school improvement model that uses a systems approach to achieving excellence for all K-8 students.
- The Program for School Improvement (PSI), which assists schools in developing a shared governance process for making decisions about schoolwide improvement in curriculum, instruction, staff development, reorganization and action research.
- Systemic Technology to Support Education Reform (STPSER), which assists school districts in planning for the comprehensive technology infrastructure needed to implement educational reform programs.

Some NDN programs familiar to Title I personnel are Reading Recovery, HOSTS and HOTS.

Delivery

- Phone: 444-2736
- FAX: 444-1373
- E-Mail: pjohnson@opi.mt.gov

Key Features

- Planning/Design
- Management/Organizational Structure
- Professional Development
- Evidence of Progress

Consultation

- Telephone consulting
- Large/small group presentation
- One-to-one conferencing

Philosophy/Approaches

- I am best at coordination and location of resources.

Programs

- All 400 NDN programs including Reading Recovery, HOTS and HOSTS. Not good at subject-specific information, good at finding those who are.

Kathleen Mollohan

X Facilitator

X Consultant

Kathleen Mollohan
Title VI Specialist

In Her Own Words

Use of Title VI funds to support schoolwide programs.

Delivery

- Phone: 444-4317
- FAX: 444-1373
- E-Mail: kathym@opi.mt.gov

Key Features

- Shared Vision
- Planning and Design
- Parent and Community Involvement

Consultation

- Working with teams
- Group facilitation
- One-on-one telephone assistance

Philosophy/Approaches

- Planning process based on needs assessment, goals and objectives, and evaluation
- Consensus building

Programs

- Strategies for meaningful parent involvement

Marilyn Pearson

X Facilitator

X Consultant

Marilyn Pearson

Individuals with Disabilities Education Act (IDEA) Program Specialist

In Her Own Words

I have expertise in the development of health care plans for students with special health care needs, development of service delivery systems and the provision of speech/language services to students with speech/language impairments and:

- Developing service delivery systems for deaf and hard of hearing students.
- Working with districts and staff on ways in which to address student needs for assistive technology and documenting assistive technology in individual education plans (IEPs).
- I have assisted districts in locating interpreters for deaf students and in provision of training activities for interpreters working in the education setting.

Delivery

- Phone: 444-4428
- FAX: 444-3924
- E-Mail: mpearson@opi.mt.gov

Key Features

- Planning and Design
- Management and Organizational Structure

Philosophy/Approaches

- Educational strategies/approaches should be based on individual student needs/learning style. Educators should have a "bag full" of different educational strategies for addressing student needs—the key is to match the approach with the student learning style and identified educational need.

Programs

- Students with phonological-based reading problems, addressing needs of students with special health care needs in the school setting, consideration of student needs for assistive technology.

Spencer Sartorius

X Consultant

Spencer Sartorius
Administrator, Health Enhancement Division

In His Own Words

I have expertise in the development of comprehensive school health programs—development, implementation and evaluation, including:

- the development of integrated/infused curriculum,
- incorporating other programs such as employee assistance programs or staff wellness programs,
- working with staff in curriculum designs and evaluation development, and
- experience with prevention programming such as drug/alcohol/tobacco, HIV/STD, suicide, etc.

I have experience in working with schools in restructuring in the areas of health and physical education, including teacher training. This has taken the form of breaking down traditional discipline barriers and taking a student-centered focus rather than discipline-centered focus of education.

I have expertise in the utilization of materials developed by the OPI in health and related areas and a general perspective of how programs can fit together for increased collaboration and effectiveness.

Delivery

- Phone: 444-4434
- FAX: 444-1373
- E-Mail: ssartorius@opi.mt.gov

Key Features

- Planning and Design
- Management and Organizational Structure
- Evidence of School and Student Progress

Consultation

- Presentation (large or small group)
- Demonstration
- Interactive

Philosophy/Approaches

- Risk Reduction/Protective Factor Enhancement
- Prevention
- Student-centered

Programs

- SDFSC-Safe and Drug-Free Schools and Communities
- PLT-Project Learning Tree
- Project ALERT-Middle school drug/alcohol prevention
- Health Enhancement
- Outdoor/Environmental Education: shooting sports, canoeing, orienteering, environmental education, resource management

OPI Personnel Without Individual Profiles Available

June Atkins
Professional Development Specialist
444-3664

Consultant Only

Michael Hall
Instructional Technology Specialist
444-4422

Facilitator or Consultant

Duane Jackson
School Improvement Specialist
444-3129

Facilitator or Consultant

Laurie Kops
AIDS Education Specialist
444-3178

Consultant Only

Ralph Kroon
School Food Service Specialist
444-2502

Facilitator or Consultant

Dori Nielson
Analyst/State Assessment Specialist
444-3656

Consultant Only

Linda Peterson
Division Administrator
Academic and Professional Services
444-5726

Consultant Only

Marion Reed
Vocational Education Specialist
444-3000

Consultant Only

Terry Teichrow
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Facilitator or Consultant

